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Course Profiles

blic District School Board Writing Partnership

Course Profile

International Languages

Level Two
Open

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10P Level 2
Open
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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

April 2000

BDC-6162
OHEC c.1

Course Profiles are professional development materials designed to help teachers implement the new Grade 10 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.
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Course Overview
International Languages, Level 2, Open

Description/Rationale

International Language programs focus on developing the language knowledge and communication skills students will need to function effectively in the international community, both as professionals and as private citizens. Students learn to listen, speak, read, and write with precision and confidence, and develop thinking and analytical skills. In addition, the interdisciplinary nature of language encourages students to explore related areas of study such as history, geography, music, art, business, and world issues.

The Level 2 Open course is appropriate for students wishing to acquire proficiency in the language for personal or professional reasons, such as future travel or business. Students continue to acquire knowledge and practice of practical, everyday vocabulary and structures that will enable them to communicate effectively in the language.

Unit Titles (Time + Sequence)

Unit 1	Friends	20 hours	Spanish	Fully developed unit
Unit 2	The Arts	18 hours	German	Summary unit
Unit 3	Pastime Activities	20 hours	Italian	Fully developed unit
Unit 4	The World of Work	20 hours	Spanish	Summary unit
Unit 5	Hot Off the Press	18 hours	German	Fully developed unit
Unit 6	A World of Culture	17 hours	Italian	Summary unit

Note: The number of hours totals more than 110. An effort has been made to provide more than the minimum requirements for a complete course. Teachers may choose not to use all of the activities suggested or may find that they are able to complete the tasks more quickly than anticipated.

Unit Organization

Note: Each unit has been developed with reference to a specific language: German, Italian, or Spanish. The activities within the unit may be adapted and used by teachers of other international languages. See the section Course Notes below for further details.

Unit 1: Friends

Time: 20 hours

Students develop and apply their oral communication skills, and increase their confidence in using the language in practical and real-life situations. The teacher presents and assesses new vocabulary and structures, and students practise their oral communication, reading, and writing skills in a variety of activities. They write a letter to a pen/key pal, learn to order food in a restaurant, and design birthday invitations. At the end of the unit, students demonstrate their language skills as they role play a student exchange situation with a partner. (Spanish)

Unit 2: The Arts

Time: 18 hours

In this unit, students learn about art forms and the lives of artists, and find information on the art community of the countries of the language of study. With the teacher's help, they plan a night on the town, going for dinner and a show or exhibit, learn about various fairy tales originating from the areas which speak the language of study and participate in planning a fashion show. Students create a dialogue about a meal in a restaurant and an after-dinner show, and demonstrate their newly acquired cultural knowledge in the creation of a comic strip. (German)

Unit 3: Pastime Activities

Time: 20 hours

Students explore how they spend their free time. Using sub-themes such as hobbies, dining out, shopping, entertainment, and vacation time, the teacher provides activities for students to practise and to have their oral communication, reading, and writing skills evaluated. Technology affords access to a wide variety of information which is used to create practical projects: a survey, a pamphlet for a restaurant, a poster, a report on a visit to a city, and on a family holiday. (Italian)

Unit 4: The World of Work

Time: 20 hours

In this unit, students explore the world of work. They learn that their job opportunities are expanded if they have a working knowledge of several languages. The teacher assists them to gather information on a wide variety of jobs and identify the tasks and requirements of several of them. A variety of activities provide ongoing opportunities for evaluation by the teacher of vocabulary acquisition and language skills. By completing a personal inventory, students discover their areas of interest and strength. Students learn basic job search skills, fill in a sample job application, learn to write a résumé, and participate in a simulated job interview. (Spanish)

Unit 5: Hot Off the Press

Time: 18 hours

Students increase their knowledge of the types and roles of media through the study of media works. Through a series of teacher-directed activities, students develop the necessary language knowledge and cultural information to be able to understand media and its influence, both here and in the countries of the language of study. The teacher uses a wide range of assessment and evaluation tools that allow students to demonstrate their knowledge in all skill areas as they examine various types of ads, discuss media, and create a want ad and a book/CD/video jacket. (German)

Unit 6: A World of Culture

Time: 17 hours

In this unit, students further enhance their knowledge of the language of study through an exploration of cultural activities. With the guidance of the teacher, students find information on topics such as historical sites, traditions, festivals, geography, art, and music. Oral and written activities provide opportunities for students to demonstrate what they have learned, and for the teacher to assess and evaluate their progress. They gather information on historical figures, prepare interview questions, and role play the interview. (Italian)

Course Notes

This profile contains six units: three fully developed and three summary units which include expectations, activity titles, prior knowledge required, planning notes, a summary of assessment and evaluation tools, and teaching/learning strategies, as well as resources. For additional ideas and activities, please refer to the corresponding Academic Course Profile, which fully develops the summary units contained in this Open profile.

German, Italian, and Spanish give a real context to the activities and evaluation. The profile is written as generically as possible, but with specific references in individual units to one of these languages and cultures, and often with specific examples in these languages, especially in the appendices. Teachers of other international languages will be able to adapt the majority of these activities to their particular language and culture. Some sources for multi-language resources and some web sites that include a number of international languages have been included, and specific resources relevant to other languages can easily be found.

Teachers should be familiar with school and board policies regarding acceptable use of the Internet and the physical safety of students within their jurisdiction. Classroom activities should avoid bias, and reflect an awareness of violence prevention within the school environment. Input from special education and ESL teachers will help teachers to meet the needs of students enrolled in these programs. Teachers should also be aware of procedures and guidelines regarding community involvement in school activities (see Ministry of Education and Training Policy Memo No. 124). Wherever appropriate, activities in this profile encourage collaboration and integration with other school departments and the community to broaden students' perceptions, to help them make important connections, and to link them to the world beyond the classroom walls.

Expectations from the strands of Oral Communication: Listening and Speaking, as well as Reading, and Writing form the basis of each unit and are the starting point of each activity. Although it is difficult in this Course Profile to be specific about reading passages, reading, both in class and at home, is essential for the improvement of vocabulary and language structures, and teachers are encouraged to provide as many reading opportunities as possible. The International Languages Policy document prescribes a minimum of 30 pages of simple text for Level 2, Open. Grammar and language knowledge, as well, are an integral part of international language courses and are always taught in context. Grammar and Language Knowledge expectations have been included in code form at the beginning of each unit, and are reintroduced in the assessment/evaluation charts of each activity. Appendix A – Level 2, Open Expectations (Codes) of this profile lists all codes and the full text for all of these expectations.

Teaching/Learning Strategies

A wide variety of teaching and learning strategies is suggested to maintain the interest of students, and maximize the success of all types of learners. Among strategies used are:

- whole class: brainstorming, problem solving, presenting/introducing, general discussion
- small group: collaborative/co-operative learning activities, interviewing, creating and performing dialogues and skits, simulating, projects;
- individual: note making, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, conferencing.

Suggestions for the use of information technology have been included in all units. Technological and community resources have been included throughout the profile and teachers are encouraged to use them wherever possible.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- observation: formal and informal by the teacher
- reflection: teacher, peer and self-assessment
- aural comprehension tests
- paper and pencil quizzes: teacher or course-designed test
- conferencing: student/teacher
- performance: projects, creative writing assignments, role performances, simulations
- tools: checklists, rating scales, video/audio tapes, quizzes (aural/oral, written/reading), anecdotal comments, probe questions, rubrics for oral and written assignments.

Summative Evaluation

- paper and pencil assessment: teacher and course-designed tests
- performance: application assignments, guided and free compositions, oral presentations, unit tests
- projects reflecting knowledge acquired in unit(s) of work

Final Evaluation

A combination of items requiring synthesis of knowledge acquired during course:

- listening and reading comprehension tests
- written examination
- composition
- comprehensive oral presentation
- teacher/student interview
- project (written and/or oral)

Accommodation

For students, the learning of a language at any level is a complex task, and requires skills in a number of areas; specifically, the ability to listen and comprehend, to read and understand, and to respond to what is heard or read. All aspects of these tasks are recognized, practised, assessed, and evaluated by the teacher. Every attempt is made by the teacher to accommodate students' individual needs, in order to increase their success in the course.

- consideration of students' Annual and/or Individual Education Plans
- enrichment materials/activities available
- alternative or independent assignments or projects
- flexible grouping/roles of students according to needs and assignment
- flexible time for preparation of assignments or presentations
- resource packages or reinforcement sheets for extra practice
- simplification of terminology or instructions
- extra models and examples provided for oral or written assignments
- class time planned for teacher and/or peer assistance
- flexibility in presentation of assignment (e.g., cassette recorder or computer as alternative to hand-written assignment/response)

Resources

Teachers will find specific resources in the units and activities that follow. The listing of resources in the unit overview at the beginning of each of the six units has complete bibliographical information on both print and technological resources. For additional resources and for other international languages, teachers should contact individual publishers and distributors. In addition, community resources will be very helpful: community organizations, clubs, embassies, consulates, travel agents, newspapers, radio and television stations, theatres, and native speakers from the community.

As a starting point, the following web sites may prove useful for specific information, for obtaining materials related to assessment and evaluation, or for information related specifically to language and culture. Many sites provide links to other useful sites. All of these sites were active at the time of publication:

www.google.com
An elegant multi-lingual search engine.

http://school.discovery.com/schrockguide/assess.html
Kathy Schrock's Guide for Educators – Assessment Rubrics

http://webhome.idirect.com/~omlta/
Ontario Modern Language Teachers' Association

http://www.actfl.org/
American Council on the Teaching of Foreign Languages

http://www.mla.org/
Modern Language Association of America

OSS Policy Applications

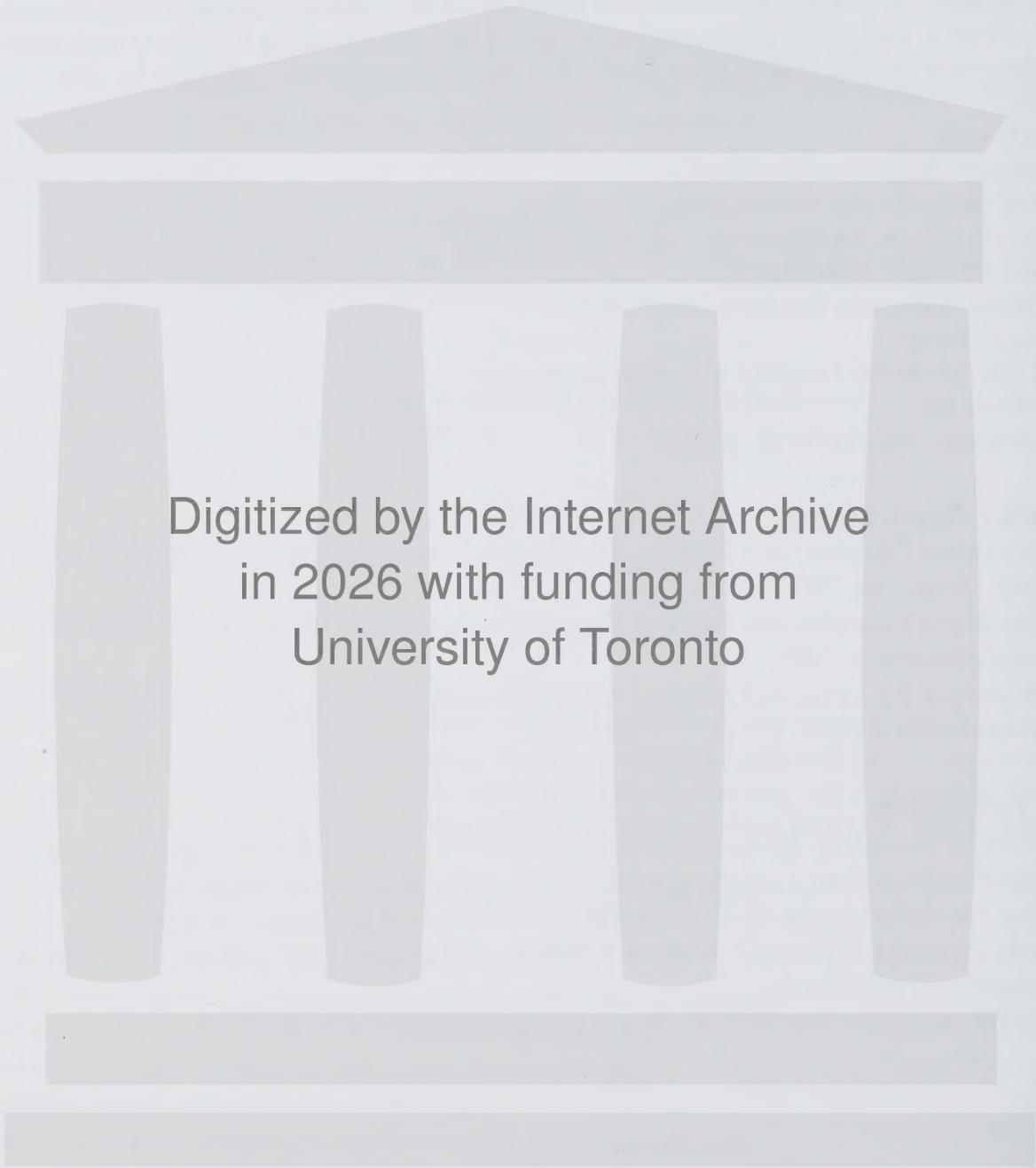
Ontario Ministry of Education and Training. *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999.*

Ontario Ministry of Education and Training. *The Ontario Curriculum, Grades 9 and 10, Program Planning and Assessment, 1999.*

Ontario Ministry of Education and Training. *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.*

Course Evaluation

- structured feedback from students regarding effectiveness of course (surveys, checklists, interviews)
- structured feedback from teachers regarding effectiveness of individual assignments and/or activities
- informal discussion among teachers regarding effectiveness of strategies or activities
- regularly scheduled department meetings to discuss, evaluate and make changes to delivery of assignments and activities
- summative meeting at the end of the year to incorporate changes for the future



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Unit 1: Friends

Time: 20 hours

Unit Description

Students develop and apply their oral communication skills, and increase their confidence in using the language in practical and real-life situations. The teacher presents and assesses new vocabulary and structures, and students practise their oral communication, reading, and writing skills in a variety of activities. They write a letter to a pen/key pal, learn to order food in a restaurant, and design birthday invitations. At the end of the unit, students demonstrate their language skills as they role-play a student exchange situation with a partner.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1. 04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Introducing My Friends	180 minutes
Activity 2	The Ideal Friend	180 minutes
Activity 3	Finding a Friend	180 minutes
Activity 4	At the Café	180 minutes
Activity 5	At the Party	180 minutes
Activity 6	The International Exchange	300 minutes

Prior Knowledge Required

- grammar and language knowledge for the International Languages, Academic/Open, Level 1 as set forth in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages*, p. 28.

Unit Planning Notes

- The teacher gathers the resources listed.
- The teacher refers to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999,* to establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme vocabulary) required for the successful completion of the tasks in the unit.

Teaching/Learning Strategies

- The teacher and students discuss the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: brainstorming, oral communication in practical, structured dialogues and presentations, collaborative/co-operative learning, reading of age- and language-appropriate passages for practical purposes, responding to different reading sources, note- taking, writing for a variety of purposes, student-teacher conferences, recognizing and using appropriate language structures in all three strands.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- oral/aural quizzes: teacher- and course-generated tests
- observation: formal and informal
- self-assessment
- conferencing: student/teacher
- paper and pencil quizzes: teacher- and course-generated tests
- performance: formal written assignment, role performances
- tools: anecdotal comments, probe questions, checklists, rating scales, quizzes, rubrics for oral and written assignments

Summative Evaluation

- formal written assignments, listening and reading comprehension tests, oral presentations

Resources

Printed Matter

Best, Shirley. *¡Todos ganan*!. Portland: J. Weston Walch, 1985. ISBN 0-8251-0251-0

Dreke, Michael, Wolfgang Lind, and Margaret Schluback-Ruping. *Español en parejas*. Berlin: Langensheidt, 1991. ISBN 3-468-49998-1

Frobose, Mark. *Relatos divertidos*. Portland: J. Weston Walch, 1988. ISBN 0-8251-1303-2

Giannetti, George. *The Spanish Teacher Book of Lists*. Portland: J. Weston Walch, 1989. ISBN 0-8251-1503-5

Giannetti, George. *Un Calidoscopio de palabras*. Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7

Juntos. New Jersey: Prentice-Hall, 1997. ISBN 0-13-838905-5

Lennon, Patricia and Douglas E. Moore. *Sígueme*. New York: Proficiency Press Co., 1993. ISBN 1-879279-07-X

León, Vicki. *70 Spanish Activities*. Portland: J. Weston Walch, 1984. ISBN 0-8251-0248-0

Marion, Caroline. *Bravo.* Portland: J. Weston Walch, 1989.

McConnell, Mary. *Snappy Starters*. Portland: J. Weston Walch, 1991.

Morrow, Patricia. *Buscapalabras en español.* Portland: J. Weston Walch, 1991. ISBN 0-8251-1873-5

¿Qué tal? London: Mary Glasgow Magazines-Scholastic, 1999. ISBN 0033-5940

Repaso. Lincolnwood: NTC, 1997.

Sacks Da Silva, Zenia. *Persona a Persona 1*. New York: MacMillan Publishing Co. Inc., 1982. ISBN 0-02-270230-X

Sacks Da Silva, Zenia. *Usted y yo.* New York: MacMillan Publishing Co. Inc., 1969.

Samaniego, F., M. Carol Brown, Patricia Hamilton Carlin, Sydney E. Gorman, and Carol Sparks. *¡Dime! Uno.* Lexington: D.C. Heath and Company, 1997. ISBN 0-669-43328-4

Small, Albert H. *Spanish à la cartoon*. Lincolnwood: Passport Books, 1996.

Snyder, Barbara. *Spanish Vocabulary-Lotería*. Lincolnwood: NTC, 1984.

Stauback, Charles N., Adalberto M. Guerrero, and Alejandrina M. Bonilla. *Lengua Activa 1*. Lexington: Ginn and Company, 1975. ISBN 0-663-31124-1

Terrell, Tracy D., Elías Miguel Muñoz, Linda Paulus, Mary Rogers, Barbara Snyder, Eduardo and Kathleen Kirk. *¡Bravo! 1.* McDougal Littell/Houghton Mifflin, 1995. ISBN 0-8123-8700-7

Valette, Jean-Paul and Rebecca Valette. *Spanish for Mastery 1*. Lexington: D.C. Heath and Company, 1984. ISBN 06172-7

Technological

Batalla de palabras. Roanoke: Gessler Publishing Co., Inc., 1987. (software)

Brown, Paul S. *Spanish Emergency Lesson Plans*. New York: Gessler Publishing Co., 1992. (video)

Chamorin, Gérard C. and Antonio Gomez. *Caminando.* Roanoke: Gessler Educational Software, 1991. (software)

Gaiero, Robert D. *Spanish, Bit by Bit 1, 2, 3*. St. Catharines: Tutor Enterprises, 1996. (software)

Gordon, Cheryl and Ana Luisa Solas-Porras. *Survival Spanish*. New York: Gessler Publishing Co., 1992. (video)

Portwood, Gene and Lauren Elliot. *¿Dónde está Carmen Sandiego*? Madrid: Broderbund, 1990. (software)

Spanish Contest. Hamilton: Tralco Educational Services Inc., 1994 (software)

Spanish for Everyone. Cambridge: The Learning Company, 1997. ISBN 0-7630-1489-3 (CD-ROM)

Internet

Community

Community organizations, consulates, bookstores, radio/television stations

Library

Activity 1: Introducing My Friends

Time: 180 minutes

Description

In this activity students review basic salutations as well as physical descriptions in order to further develop their oral communication skills and increase their confidence. Using a model, students write a paragraph in simple language appropriate to the level. The activity culminates with a collage of personal photos.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language appropriate to the level in a variety of practical, structured situations;
OSV.01 - communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of practical purposes;
WRV.01 - write for different practical purposes and different audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands, using vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions, gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., instructions, explanations, conversations on audiotape, videotape and CD-ROMs);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);

OS1.02 - use simple vocabulary and language structures appropriate to the level to ask and answer simple questions, and to convey and respond to simple messages (e.g., role-play a telephone dialogue);
OS1.03 - express opinions and needs in conversations and other practical situations (e.g., identify their favourite TV programs and explain the reasons for their preferences).
RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles, brochures, travelogues);
RE1.02 - read aloud with expression to further develop standard pronunciation and intonation.
WR1.01 - write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place);
WR1.03 - write a variety of practical forms for specific purposes, using a model (e.g., prepare an itinerary for a trip, prepare a brief summary of weekly spending).

Prior Knowledge Required

- basic salutations
- nouns – gender
- articles – gender
- adjectives – agreement endings
- subject pronouns – singular and plural
- present tense of the verb *to be*

Grammar and Language Knowledge

- vocabulary associated with describing people (physical and personality characteristics)
- interrogative words

Planning Notes

- The teacher finds a photo of a friend.
- The teacher prepares bulletin board space for the display of a collage.
- The teacher instructs students to bring a non-returnable picture of themselves (keeping in mind that some students might be sensitive about their self-image).

Teaching/Learning Strategies

1. Whole class: the teacher and students use basic salutations to make general introductions.
2. Pair: students introduce themselves to each other.
3. Whole class: students introduce their partner to the rest of the class.
4. Whole class: the teacher describes him/herself using basic descriptive adjectives emphasizing physical characteristics (e.g., tall, thin, handsome) and then asks for individual descriptions from various students asking such questions as "What are you like?" (If need be, the teacher and students brainstorm familiar, descriptive adjectives).
5. Pair: students choose a different partner and create a structured dialogue based on the following questions: "What is your name?, What are you like?" *Alternative for Academic course: students write creative dialogues.*
6. Small group: students present the dialogue created in # 5 above.
7. Whole class: the teacher presents a photo of a friend and introduces this friend orally. The teacher says, for example, "This is my friend. My friend's name is Mary. She is tall, thin, and athletic." The teacher asks questions based on the content of the information supplied and models a structured, written paragraph on the board/overhead projector.

8. Pair: students provide a photo of themselves for their partner who, in turn, writes a structured paragraph about the partner. Students exchange paragraphs for peer editing. Students return the paragraph to the partner. Each reads the paragraph out loud. *Alternative for Academic course: students write original paragraphs either about themselves or an imaginary person, containing a number of descriptive details.*
9. Whole class: students construct a collage consisting of the photo and the matching paragraph to be displayed on the class bulletin board.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication	OL1.01, OL1.02, OS1.01, OS1.02	Observation	Students use basic salutations.
Communication Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, OS1.02, OS1.03, GL1.01, GL1.03, GL1.04, GL1.05, GL1.08	Observation rubric	Students present dialogue to the class.
Application Communication	RE1.01, RE1.02, WR1.01, WR1.03, GL1.01, GL1.04, GL1.05, GL1.08	Rubric for written work	Students write descriptive paragraph.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- Minimize memorization for oral presentation.
- For strong students, require more elements in dialogue and/or paragraph.

Resources

Printed Matter

textbook

dictionaries

Activity 2: The Ideal Friend

Time: 180 minutes

Description

Students further develop their knowledge of descriptive adjectives of personality traits by describing the most and least desirable characteristics of a friend, reading and composing personal ads, and writing a dictation.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language appropriate to the level in a variety of practical, structured situations;

OSV.01 - communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level;

REV.01 - read age- and language-appropriate passages from various sources for a variety of practical purposes;
WRV.01 - write for different practical purposes and different audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands, using vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions, gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., instructions, explanations, conversations on audiotape, videotape, and CD-ROMs).
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to ask and answer simple questions, and to convey and respond to simple messages (e.g., role-play a telephone dialogue);
OS1.03 - express opinions and needs in conversations and other practical situations (e.g., identify their favourite TV programs and explain the reasons for their preferences).
RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles, brochures, travelogues);
RE1.02 - read aloud with expression to further develop standard pronunciation and intonation.
WR1.01 - write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place);
WR1.03 - write a variety of practical forms for specific purposes, using a model (e.g., prepare an itinerary for a trip, prepare a brief summary of weekly spending);
WR1.05 - apply knowledge of the culture of countries where the language is spoken in various practical activities, using print and electronic resources (e.g., prepare a report on the cuisine of a particular region).

Prior Knowledge Required

- simple adjectives and their agreement

Grammar and Language Knowledge

- descriptive adjectives (personality)
- adjectives – agreement endings
- vocabulary related to personality traits

Planning Notes

- The teacher prepares a questionnaire on the ideal friend.
- The teacher provides samples of personal ads using familiar descriptive adjectives.
- The teacher prepares dictation.
- The teacher prepares rubric for written assignment.

Teaching/Learning Strategies

1. Whole class: the teacher distributes a questionnaire on the ideal friend. Students check off Yes or No on a list of familiar descriptive adjectives. The class discusses the results together.
2. Whole class: the teacher describes an ideal friend emphasizing personality traits (e.g., generous, intelligent, sincere). The teacher and students brainstorm the vocabulary of other positive and negative personality traits (e.g., boring, unpleasant, foolish). Students copy this list.
3. Small group: the teacher distributes samples of personal ads for the students to read out loud. Students discuss which ad portrays an ideal friend or a disastrous date. *Alternative for Academic course: students invent their own personal ads without a model.*
4. Whole class: each group reports on its findings.
5. Individual: half of the students write a personal ad which depicts the ideal friend while the other half writes a personal ad depicting an undesirable friend, following a prearranged format.
6. Whole class: the teacher posts all personal ads around the classroom. Students circulate, reading all ads. They select the most ideal and least ideal friend by writing a plus (+) or a minus (-) sign on the ads themselves.
7. Whole class: the teacher asks a member of the class to read the attributes of students' top two choices.
8. Whole class: dictation of sentences expressing physical and personality attributes.

Assessment/Evaluation Techniques

Category	Expectations	Tool	Activity
Application	OL1.01, OS1.01, OS1.02, RE1.01	Checklist	Students complete questionnaire.
Communication	OL1.01, OS1.01, OS1.02, OS1.03	Observation	Students brainstorm vocabulary of personality traits.
Application Thinking/Inquiry	OL1.01, OS1.01, OS1.02, RE1.01	Observation	Students read ads.
Knowledge/ Understanding Application	RE1.01, RE1.02, WR1.01, WR1.03, GL1.05	Rubric for written assignment	Students write ads.
Knowledge/ Understanding	OL1.02, WR1.05	Dictation	Students listen to and write dictation.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- Simplify the content of the ads.
- Reduce or increase the required elements for the written ads.

Resources

Printed Matter

Valette, Jean-Paul and Rebecca Valette. *Spanish for Mastery* 1, p. 90

dictionaries

Activity 3: Finding a Friend

Time: 180 minutes

Description

Students learn how to structure and write paragraphs using planning webs. They further develop their reading and thinking/inquiry skills. As a concluding activity, students write a letter to a pen pal/key pal.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language appropriate to the level in a variety of practical, structured situations;
OSV.01 - communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of practical purposes;
WRV.01 - write for different practical purposes and different audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands, using vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions, gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., instructions, explanations, conversations on audiotape, videotape, and CD-ROMs).
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to ask and answer simple questions, and to convey and respond to simple messages (e.g., role-play a telephone dialogue);
OS1.03 - express opinions and needs in conversations and other practical situations (e.g., identify their favourite TV programs and explain the reasons for their preferences).
RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles, brochures, travelogues);
RE1.02 - read aloud with expression to further develop standard pronunciation and intonation;
RE1.03 - use visual cues (e.g., illustrations, punctuation) and some verbal cues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts on CD-ROMs, and the Internet).
RE1.04 - respond to what they read in a variety of ways (e.g., respond to questions)
RE1.05 - identify features of the culture of countries where the language is spoken (e.g., distinctive modes of travel, trade practices).
WR1.01 - write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place);
WR1.03 - write a variety of practical forms for specific purposes, using a model (e.g., prepare in itinerary for a trip, prepare a brief summary of weekly spending);
WR1.04 - use resources to make their writing more effective (e.g., consult dictionaries, use input from teachers).

Prior Knowledge Required

- forms and agreement of regular and some irregular adjectives
- verb forms in present tense

Grammar and Language Knowledge

- present tense of regular verbs
- present tense of regular verbs present tense of frequently used irregular verbs such as *to be, to have, to want, to go, to do,* etc.
- verbs in simple negative constructions

Planning Notes

- The teacher prepares a total of four postcards from countries where the language of study is spoken.
- The teacher prepares sample planning webs.
- The teacher selects a reading passage on the theme of friends.
- The teacher investigates possibilities for pen pals/key pals in the countries where the language of study is spoken. (There are pen pal/key pal sites on the Internet.)
- The teacher makes dictionaries available.
- The teacher books computer lab for pen pal/key pal writing.

Teaching/Learning Strategies

1. Whole class: the teacher announces that the class has received a postcard or a virtual card from a pen pal/key pal in a country where the language of study is spoken. The teacher reads it out loud and asks comprehension questions based on the content of the card.
2. Whole class: the teacher draws a brainstorming planning web on a personal theme (e.g., family activities, my favourite movies, pastimes) with the help of the class writing it on the board/overhead and the students copy it in their notebooks. For a planning web activity, start with a word in the centre, and attach words around it that are related (like a spider web). Each of these words may then have other words that are related to it. It may be a simple or as complex as the teacher wishes.
3. Individual: students draw their own personal planning web following the model provided.
4. Pairs: students exchange their personal planning webs and provide feedback to one another.
5. Individual: students convert their personal planning web into a paragraph, using dictionaries if necessary.
6. Whole class: the teacher and students take turns reading a selected passage on the theme of friends. The teacher asks comprehension questions and leads a general discussion on the activities that the students like to do with their friends. The teacher writes the vocabulary on the board/overhead as a review.
7. Whole class: the teacher announces the arrival of three more postcards from the same pen pal. Students read each postcard out loud and respond to probing questions asked by the teacher which lead to the formation of three new planning webs (school, friends, activities).
8. Individual: students develop three additional planning webs about themselves, based on the model provided, to add to the original personal planning web. *Alternative for Academic course: students write more than three additional planning webs about themselves.*
9. Individual: in the computer lab, students write a letter to a real or imaginary pen pal/key pal using a dictionary, if necessary. The letter will incorporate the four planning webs in four paragraphs.

Assessment/Evaluation Techniques

Category	Expectations	Tool	Activity
Communication	OL1.01, OS1.01, OS1.02, OS1.03.	Observation	Students brainstorm a cluster with the teacher.
Knowledge/ Understanding	WR1.01.	Checklist	Students draw their own cluster.
Knowledge/ Understanding	RE1.01, WR1.01, WR1.04.	Rubric for written assignment	Students write paragraph.
Application Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, GL1.04, GL1.08.	Observation	Students read passage out loud.
Knowledge/ Understanding	WR1.01, WR1.03.	Checklist	Students develop four clusters.
Thinking/Inquiry	RE1.01, WR1.01, WR1.04, GL1.04, GL1.08.	Rubric for written assignment	Students write letter to a pen pal/key pal.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with the tasks.
- Allow more time to complete tasks.
- Supply dictionaries for reading comprehension and for written activities.
- Reduce or increase the required elements for the written assignment.

Resources

Printed Matter

Samaniego, F., M. Carol Brown, Patricia Hamilton Carlin, Sydney E. Gorman, and Carol Sparks. *¡Dime! Uno*. p. 56-57, p. 221

Valette, Jean-Paul and Rebecca Valette. *Spanish for Mastery 1*. p. 91

dictionaries

postcards

Activity 4: At the Café

Time: 180 minutes

Description

Students learn to use simple vocabulary associated with food, how to order, and how to ask for the bill. They continue to develop their oral communication and listening skills through the taping of dialogues and interviews.

Strand(s) and Expectations

Strand(s): Oral communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language appropriate to the level in a variety of practical, structured situations;
OSV.01 - communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of practical purposes;
WRV.01 - write for different practical purposes and different audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands, using vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions, gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., instructions, explanations, conversations on audiotape, videotape, and CD-ROMs).
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to ask and answer simple questions, and to convey and respond to simple messages (e.g., role-play a telephone dialogue);
OS1.03 - express opinions and needs in conversations and other practical situations (e.g., identify their favourite TV programs and explain the reasons for their preferences);
RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles, brochures, travelogues);
WR1.01 - write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place).

Prior Knowledge Required

- forms of adjectives
- verb forms in present tense (regular and some irregular)
- verbs in simple negative constructions

Grammar and Language Knowledge

- interrogative pronouns
- vocabulary related to food, ordering in a restaurant

Planning Notes

- The teacher prepares eight to ten sentences as part of a dialogue in a café.
- The teacher makes available cassette players and blank tapes.
- The teacher provides a video camera, VCR, and TV.

Teaching/Learning Strategies

1. Whole class: the teacher writes eight to ten sentences on the board/overhead about being at a café and he/she asks the students to put them in chronological order.
2. Whole class: the teacher and students brainstorm simple vocabulary related to food (e.g., hamburgers, sandwiches, cold drinks, desserts), how to order, and how to ask for the bill in a café.
3. Group of three: students invent a dialogue between a waiter/waitress and two friends at a café.
4. Whole class: students present their dialogues. The teacher records each of the dialogues using an audio-cassette player. *Alternative for Academic course: students memorize their dialogues.*
5. Whole class: the teacher asks students which cafés they frequent with their friends, the food and drinks they order, as well as the average amount they spend per day/week at a café and the reasons for their preferences.
6. Pair: students interview six friends about where they go and what they buy when they are hungry or thirsty and how much they spend per day/week at a café and the reasons for their preferences. Students videotape the interviews.
7. Whole class: the teacher shows the taped interviews to the class and students/teacher provide feedback.

Assessment/Evaluation Techniques

Category	Expectations	Tools	Activities
Communication	OL1.01, OS1.01, OS1.02, OS1.03, RE1.01	Observation	Students brainstorm vocabulary related to food.
Communication Application	OS1.01, OS1.02, OS1.03, WR1.01, GL1.03	Rubric for oral presentation	Students present café scene dialogue.
Thinking/Inquiry Application	OL1.01, OL1.02, OS1.01, OS1.02 OS1.03, GL1.03	Rating scale/ Peer assessment	Students interview friends.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Minimize memorization for the dialogues.
- Assist with the taping of the dialogues.
- Assist with the videotaping of the interviews.
- Increase or decrease elements required for assignments.

Resources

Printed Matter

Samaniego, F., M. Carol Brown, Patricia Hamilton-Carlin, Sydney E. Gorman, and Carol Sparks. *¡Dime! Uno.* p. 56-57, p. 251

Technological

Audio/visual equipment

Activity 5: At the Party

Time: 180 minutes

Description

Students review cardinal numbers and the days and months of the year. They further develop their oral and written skills in real life situations such as designing birthday invitations, inventing phone conversations and celebrating the culture of the language of study.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language appropriate to the level in a variety of practical, structured situations;
OSV.01 - communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of practical purposes;
WRV.01 - write for different practical purposes and different audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands, using vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions, gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., instructions, explanations, conversations on audiotape, videotape, and CD-ROMs);
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., monuments, distinctive art forms);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to ask and answer simple questions, and to convey and respond to simple messages (e.g., role-play a telephone dialogue);
OS1.03 - express opinions and needs in conversations and other practical situations (e.g., identify their favourite TV programs and explain the reasons for their preferences);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities and projects (e.g., dialogues, brief reports on a cultural topic);
RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles, brochures, travelogues);
RE1.03 -use visual cues (e.g., illustrations, punctuation) and some verbal cues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts on CD-ROMs, and the Internet);
WR1.01 - write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place);
WR1.03 - write a variety of practical forms for specific purposes, using a model (e.g., prepare an itinerary for a trip, prepare a brief summary of weekly spending).

Prior Knowledge Required

- cardinal numbers
- days of the week, months of the year
- possessive adjectives

Grammar and Language Knowledge

- vocabulary associated with birthdays, parties, celebrations

Planning Notes

- The teacher prepares a sample invitation to a birthday party.
- The teacher prepares background information about the cultural festivity.
- The teacher provides a camera for photos.

Teaching/Learning Strategies

1. Whole class: the teacher asks students their birth dates and whether they celebrate the occasion with a party.
2. Whole class: the teacher demonstrates the elements of a written invitation to a birthday party by asking the class for the pertinent information (e.g., when, where, what time, who is hosting, etc.).
3. Individual: students design a personal invitation to their birthday party following the written model and displaying their own creative abilities. *Alternative for Academic course: students design their own personal invitation to their birthday party without a model.*
4. Pair: students exchange birthday invitations and create an RSVP phone conversation. They confirm their attendance and ask at least two questions such as "What can I bring?, What do you want as a gift?, How can I get to your place?"
5. Whole class: students present their phone conversations to the class.
6. Whole class: the teacher and students determine the necessary items for throwing a classroom party celebrating a specific cultural festivity in the language of study (e.g., decorations, music, food, and drink, including invitations to special guests). Together they draw up a list of related responsibilities for the actual party.
7. Whole class: the teacher and students celebrate the cultural festivity. Photos are taken and later will be displayed together with the birthday party invitations on the bulletin board.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication	OL1.01, OL1.02, OS1.01, OS1.02	Observation	Students discuss birthday celebrations.
Application	RE1.01, RE1.03, WR1.01, WR1.03, GL1.05	Rubric for written assignment	Students design a personal invitation.
Application Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, OS1.02, OS1.03, GL1.05	Rubric for oral presentation	Students role-play phone conversation.
Communication Application	OL1.01, OL1.03, OS1.01, OS1.02, WR1.03	Checklist	Students discuss and prepare list of responsibilities for party. The teacher assesses the students' contributions.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- Minimize memorization for the oral presentation.

Resources

Printed Matter

Text: *Juntos* 1, p. 92-93

brochures, flyers, music, menus, maps, etc.

Activity 6: The International Exchange

Time: 300 minutes

Description

Students discuss the reasons for participating in an international exchange. They develop their oral skills through role playing, and their writing skills through the preparation of questions for a guest speaker.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language appropriate to the level in a variety of practical, structured situations;
OSV.01 - communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of practical purposes;
WRV.01 - write for different practical purposes and different audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands, using vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions, gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., instructions, explanations, conversations on audiotape, videotape, and CD-ROMs);
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., monuments, distinctive art forms);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to ask and answer simple questions, and to convey and respond to simple messages (e.g., role-play a telephone dialogue);
OS1.03 - express opinions and needs in conversations and other practical situations (e.g., identify their favourite TV programs and explain the reasons for their preferences);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities and projects (e.g., dialogues, brief reports on a cultural topic);
RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles, brochures, travelogues);

RE1.03 - use visual cues (e.g., illustrations, punctuation) and some verbal cues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts on CD-ROMs, and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., respond to questions);
WR1.01 - write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place);
WR1.02 - write answers to a variety of simple questions;
WR1.03 - write a variety of practical forms for specific purposes, using a model (e.g., prepare in itinerary for a trip, prepare a brief summary of weekly spending);
WR1.05 - apply knowledge of the culture of countries where the language is spoken in various practical activities, using print and electronic resources (e.g., prepare a report on the cuisine of a particular region).

Prior Knowledge Required

- forms and agreement of adjectives
- verbs in present tense, affirmative and negative constructions
- interrogative adjectives and pronouns

Grammar and Language Knowledge

- This is a culminating activity with no new elements being introduced.

Planning Notes

- The teacher prepares/finds information for possible student exchanges to the host country/countries.
- The teacher invites a guest speaker (e.g., a former exchange student, a representative from an exchange foundation, etc.).
- The teacher prepares a quiz based on the guest speaker's presentation.
- The teacher prepares a summative evaluation with a reading passage on exchanges.

Teaching/Learning Strategies

1. Whole class: the teacher questions students on the reasons for participating in an international student exchange and writes these on the board/overhead. The students copy down the reasons in a survey format as modelled by the teacher.
2. Small group: students survey one another about their personal reasons for participating in an international exchange using the copied list.
3. Whole class: each group adds its results to the master survey on the board/overhead. The results are tabulated and the students draw conclusions about the major reasons for participating in an international student exchange.
4. Whole class: the teacher pretends that he/she is going on a student exchange and asks the students for advice on how to prepare for it and what to take. A list of advice is made.
5. Pair: students role-play a scene where one student offers advice to his/her friend who is preparing to leave on an exchange, following the guideline established in # 4 above.
6. Whole class: students present their scene to the rest of the class.
7. Individual: students prepare a list of five to six questions to ask the guest speaker (a former exchange student, a representative from a student exchange foundation etc.).
8. Whole class: students and the teacher welcome the guest speaker and ask him/her the prepared questions.
9. Whole class: the teacher makes statements based on the guest speaker's presentation, and the students answer.

10. Whole class: the teacher distributes a sight passage connected to the theme of student exchanges with comprehension questions/true or false/multiple choice, etc., as well as any pertinent grammar and language knowledge taught or reviewed in this unit.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication	OL1.01, OS1.01, OS1.02, WR1.01, WR1.03	Observation	Students discuss and prepare survey.
Application Thinking/Inquiry	OL1.01, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, WR1.01, WR1.03	Roving conference Checklist	Students survey each other using prepared list.
Thinking/Inquiry Application	OL1.01, OS1.01, OS1.02, OS1.03, WR1.01, 03, 05	Rubric for oral presentation	Students role-play scenes.
Thinking/Inquiry Application	WR1.01, WR1.03, WR1.05	Rubric for written assignment	Students prepare questions for guest speaker.
Communication	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04	Rating scale True/false listening comprehension quiz	Students listen to presentation of guest speaker and ask prepared questions. Students choose true/false based on oral statements by teacher.
Knowledge/ Understanding Thinking/Inquiry	RE1.01, RE1.03, RE1.04, WR1.01, WR1.02	Summative test	Students complete test based on vocabulary and grammar of unit.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- Minimize memorization for the scene.
- Increase or decrease number of questions required to ask the guest speaker.
- Allow dictionaries or student notes during the unit test.

Resources

Printed Matter

brochures on host international country/countries

maps, postcards, flyers, other realia

Community

invited guest speaker

Unit 2: The Arts

Time: 18 hours

Unit Description

In this unit, students learn about art forms and the lives of artists, and find information on the art community of the countries of the language of study. With the teacher's help, they plan a night on the town, going for dinner and a show or exhibit, learn about various fairy tales originating from the areas which speak the language of study and participate in planning a fashion show. Students create a dialogue about a meal in a restaurant and an after-dinner show, and demonstrate their newly acquired cultural knowledge in the creation of a comic strip.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.

Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Art Forms and Artists	150 minutes
Activity 2	Who's Who in the Arts?	150 minutes
Activity 3	Let's Go Out	150 minutes
Activity 4	Fairy Tales	240 minutes
Activity 5	Let's Make a Comic Strip	120 minutes
Activity 6	The World of Fashion	270 minutes

Prior Knowledge Required

- vocabulary associated with professions and pastimes
- basic understanding of media and their application (e.g., Internet, CDs, videos)
- present and perfect past tense of regular verbs and some irregular verbs
- verbs in simple negative constructions
- interrogative pronouns and adjectives
- simple prepositions and articles

Unit Planning Notes

- The teacher gathers the resources listed.
- The teacher refers to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*, to establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme vocabulary) required for the successful completion of the tasks in this unit.

Teaching/Learning Strategies

- The teacher and students discuss the learning goals of the unit/activities.
- The following teaching/learning strategies are used: brainstorming, problem solving, memorizing, collaborative/co-operative learning, interviewing, Internet research, simulating and performing, note making and communication strategies which include questioning and answering in German, participating in class discussions and writing information into chart form.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- observation: formal and informal
- paper and pencil tests: teacher-made or from course testing package
- performance: presentations, simulations, written assignments, graphic organizers
- tools: checklists, rating scales, rubrics, tests

Summative Evaluation

- paper and pencil assessment: teacher-generated test
- performance assessments, e.g., dialogues, interviews, oral presentations
- listening and reading comprehension tests

Resources

Printed Matter

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1.* Cheltenham: Mary Glasgow Publications, 1998. ISBN 0 7487 3567 4

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2.* Cheltenham: Mary Glasgow Publications, 1999. ISBN 0 7487 4003 1

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1.* Surrey: Thomas Nelson and Sons Ltd., 1993. ISBN 0-17-439785-2

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 2.* Surrey: Thomas Nelson and Sons Ltd., 1994.

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 3.* Surrey: Thomas Nelson and Sons Ltd., 1995. ISBN 0-17-439880-8

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 2.* Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15011-3

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 3.* Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15021-0

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1.* London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X

Holt, Rinehart and Winston. *Komm mit! Level 1.* United States: Harcourt, Brace & Company, 1995. ISBN 030 325 196

Holt, Rinehart and Winston. *Komm mit! Level 2.* United States: Harcourt, Brace & Company, 1995. ISBN 030 325 528

Holt, Rinehart and Winston. *Komm mit! Level 1. Teaching Resources.* United States: Harcourt, Brace & Company, 1995. ISBN 030 325 234

Holt, Rinehart and Winston. *Komm mit! Level 2. Teaching Resources*. United States: Harcourt, Brace & Company, 1995. ISBN 030 950 600

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1449-9

Kraft, Wolfgang S. *Deutsch Aktuell 2*. St. Paul, Minnesota: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1488-X.

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition. Boston: Houghton Mifflin Company, 1989. ISBN 0-395-47122-2

Moeller, Liedloff, Kent. *German Today 2,* Fourth Edition. Boston: Houghton Mifflin Company, 1989. ISBN 0-395-47135-4

Canadian and German magazines and newspapers

Technological

Computer Programs: *Corel Draw* ™ and Clip Art

CD-ROM: *German for Everyone*. Cambridge, Mass.: The Learning Company, 1997.

Internet (for information on movies, actors, artists, restaurants, fairy tales)

Community

Goethe Institute, 163 King St. W., Toronto, Ontario. Phone: (416) 593-5257

Library: video cassettes, book covers, articles on actors and television stars

Unit 3: Pastime Activities

Time: 20 hours

Unit Description

Students explore how they spend their free time. Using sub-themes such as hobbies, dining out, shopping, entertainment, and vacation time, the teacher provides activities for students to practise and have their oral communication, reading, and writing skills evaluated. Technology affords access to a wide variety of information which is used to create practical projects: a survey, a pamphlet for a restaurant, a poster, a report on a visit to a city and on a family holiday.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Free Time	180 minutes
Activity 2	Dining Out	180 minutes
Activity 3	Shopping for Clothes	240 minutes
Activity 4	Watching TV	180 minutes
Activity 5	Describing a City	180 minutes
Activity 6	A Music Trip to Tuscany	240 minutes

Prior Knowledge Required

- basic vocabulary associated with family, food, nutrition, leisure, transportation, and places
- partitive articles and nouns
- simple and contracted prepositions
- present tense of regular and frequently used irregular verbs
- regular adjectives and some irregular ones
- demonstrative and interrogative adjectives
- subject personal pronouns and interrogative pronouns
- vocabulary related to time, colours, food, leisure, transportation, places, basic salutations
- cardinal numbers (1-100)

Unit Planning Notes

- The teacher refers to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to determine overall and specific expectations and establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.
- The teacher refers to the resources listed.
- The teacher prepares all materials required for the unit.
- The teacher pre-teaches/reviews the grammar and language knowledge needed to complete this unit.
- The teacher provides rubrics/assessment and evaluation materials for student use throughout the unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: interviewing, oral communication, presenting/introducing, interactive/co-operative learning, brainstorming, investigating, writing, describing, discussing, and conferencing.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- oral/aural quizzes: teacher- or course-generated tests
- observation: formal and informal
- conferencing: student/teacher, student/student
- paper and pencil quizzes/tests
- performance: formal written assignment, role performances
- tools: anecdotal notes and comments, checklists, rating scales, quizzes, rubrics for oral and written assignments

Summative Evaluation

- formal written assignments, oral presentations, projects

Resources

Printed Matter

Boni, A. *Italian Regional Cooking*. New York: Crescent Books, 1989.

Cockburn, F., J. Gallup, and P. Gardini. *Cyberproject: An Electronic Passport to the World of International Languages*. Toronto: Toronto Board of Education, Modern Languages and Classic Department, 1997.

Costantino, M. *The Italian Way*. Illinois USA: Passport Books,1996. ISBN 0-8442-8072-0

Costantino, M. *Avventure in città*. New York: Amsco School Publications, Inc. 1987. ISBN 0-87720-589-2

Cremona, J. *Buongiorno Italia !* A combined BBC Radio and Television course for beginners in Italian. London W120TT, BBC Books, 1986. ISBN 0-8219-0241-5

D'Alleva, J. *Incontri Culturali, Cross-Cultural Mini-Dramas*. Canada: Nelson, 1990. ISBN 0-8442-8006-2

Danesi, M. *Learn Italian The Fast And Fun Way*. Toronto: Barron's, 1985. ISBN 0-8120-2854-6

Danesi, M. *ADESSO!* Boston USA: Heinle & Heinle Publishing, 1992. ISBN 0-8384-1986-0

Graziano, G. *Dialoghi Simpatici. A graded introductory reader for the beginning students*. NTC. USA: Lincolnwood, Illinois, 1996. ISBN 0-8442-8042-9

Jackson, J. *Ciao ! Primo, Secondo, Terzo Libro*. Canada: Nelson, 1990. ISBN 0-17-439224-9

Jackson, J. *Ciao ! Teacher's Resource Book and Copymasters for Primo, Secondo, and Terzo Libro*. Canada: Nelson, 1990. ISBN 0-17-439229-X

Lazzarino, G. *Prego ! An Invitation to Italian.* Toronto: McGraw-Hill. 1990. ISBN 0-07-557426-8

Masella, A. *Leggere con piacere*. New York: AMSCO, 1976. ISBN 0-87720-591-4

Mollica, A. *A te la scelta ! Libro primo*. Welland, Ontario: Ontario éditions Soleil, 1992. ISBN 0-921831-22-6

Pease, A and D. Bini. *Italiano In Diretta – An Introductory Course.* Toronto: McGraw-Hill, 1989. ISBN 0-07-557328-8

Speroni, C. and C. Golino. *Basic Italian.* Toronto. Holt, Rinehart & Winston Inc., 1993. ISBN 0-03074991-3

Idee pratiche per le lezioni di Italiano. Mary Glasgow Publications, Ltd., 1992. ISBN 07487-3715-4

Technology

Buongiorno Italia ! BBC Educational and Training Videos. BBC Education and Training.

Your Guide To 57 Decadent Cooking Holidays in Italy
http://www.portal.ca/-McGowan

Parente, A. Your About.com Guide to: Italian Culture
wysiwyg://157/http:/italianculture.miningco.com/msub28.htm

Italian Culture
wysiwyg://45/http://italianculture.about...home&terms=italian+pastimes&PM=113-300-T

Club Toscana Adventures
http://www3.sympatico.ca/toscana

Go Tuscany – What's going on?
http://firenze.net/events/events.htm

Italian Music – Italian Culture
wysiwyg://45/http://italianculture.about...home&terms=pastimes&PM=113-300-T

Adesso web site
http//adesso.heinle.com

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5.
Tel. (416) 977-2193. Fax (416) 977-5422. http://www.italconsulate.org

Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, Montreal, PQ, H3B 2C3.
Tel. 1-800-482-59047. Fax (514) 392-1429. http://www.italiantourism.com

Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3.
Tel (416) 921-3802/-0499. Fax (416) 962-2503. http://www.iicto-ca.org

local Regional Clubs and Community Cultural Centres of the country of the language studied

Radio and TV stations (e.g., CHIN International radio and TV station)

Activity 1: Free Time

Time: 180 minutes

Description

Students expand their vocabulary associated with leisure and fitness. They learn to speak about favourite leisure activities and, after conducting a survey, present a report in which they summarize their own preferences and dislikes as well as those of a number of classmates. Students present a brief report on typical pastimes in the country of the language of study.

Strand(s) and Expectations

Strand(s): Oral communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language appropriate to the level in a variety of practical, structured situations;
OSV.01 - communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of practical purposes;
WRV.01 - write for different practical purposes and different audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands, using vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions, gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., instructions, explanations, conversations on audiotape, videotape, and CD-ROMs);
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., monuments, distinctive art forms);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to ask and answer simple questions, and to convey and respond to simple messages (e.g., role-play a telephone dialogue);
OS1.03 - express opinions and needs in conversations and other practical situations (e.g., identify their favourite TV programs and explain the reasons for their preferences);
RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles, brochures, travelogues);
RE1.03 - use visual cues (e.g., illustrations, punctuation) and some verbal cues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts on CD-ROMs, and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., respond to questions);
WR1.02 - write answers to a variety of simple questions;
WR1.04 - use resources to make their writing more effective (e.g., consult dictionaries, use input from teachers).

Prior Knowledge Required

- some words associated with leisure
- the present tense of regular and some irregular verbs (e.g., *to be, to have, to want, to go*)
- some adverbs used to modify verbs and adjectives
- interrogative adjectives (e.g., *which, what*)
- regular and frequently used irregular adjectives

Grammar and Language Knowledge

- review forms of the present tense of the verb *to like*
- reinforcement of the use of regular and frequently used irregular verbs in the present tense
- additional vocabulary (nouns, verbs, adjectives) related to leisure activities

Planning Notes

- The teacher finds pictures illustrating leisure activities in books, magazines, newspapers, brochures, and travelogues.
- The teacher obtains videos and cassettes on pastime activities (see Resources at beginning of unit).
- The teacher prepares checklist of leisure activities.
- The teacher prepares a list of web sites of leisure activities that are popular in the country of the language of study.
- The teacher prepares model dialogues, lists of words, and expressions associated with leisure time.
- The teacher prepares rubric for and evaluation of the students' oral project.

Teaching/Learning Strategies

1. Whole class: students view videos or listen to cassettes related to how they spend leisure time. While watching the videos or listening to the tapes, students check off on their list the activities that they see or hear described.
2. Whole class: the teacher distributes magazine pictures with captions describing various leisure activities. Students read captions. The teacher assists students in understanding new vocabulary and expressions. *Alternative for Academic course: students find their own pictures, describe them to the class, and create a story by placing the pictures in a logical sequence.*
3. Individual: the teacher distributes pictures without captions. Students describe them orally in simple sentences. *Alternative for Academic course: students also submit a written description.*
4. Whole class: the teacher reviews the present tense of the verb to like.
5. Pair: using a list of verbs and a sample question and answer given by the teacher, students ask and answer questions using the verb to like followed by an infinitive associated with leisure activities. Based on these questions, they report orally on their peers' likes and dislikes and practise verb forms in preparation for a written quiz.
6. Whole group: students go on-line to research popular pastimes in the country of the language of study and report on their findings orally. They may present their findings in a collage or poster. *Alternative for Academic course: Students report on their research also in written form.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, RE1.01, RE1.03, WR1.02, GL1.03, GL1.04, GL1.09.	Observation Quiz	Students identify leisure activity on check-off list. Students read or describe pictures without captions. Students complete sentences with forms of the verb to like.
Communication	OS1.02.	Question and answer survey	Students describe pictures. Students ask questions and report orally on peers' likes/dislikes.
Thinking/Inquiry Communication Application	OL1.03, OS1.03, RE1.04, RE1.05.	Rubric for oral project	Students identify typical pastimes in the language of study. Students respond to reading material. Students report on popular pastimes in the country of the language of study.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may listen to cassettes or view videos more then once.
- Instead of a written project on pastimes in the country of the language of study, students may complete an alternative performance task (e.g., collage, poster illustrating leisure activities).
- To add enrichment, the teacher has students prepare interview questions for a famous sports personality.

Resources

Printed Matter

Costantino, M. *The Italian Way.* Illinois: Passport Books, 1996. p. 17.

D'Alleva, J. *Incontri Culturali, Cross-Cultural Mini-Dramas*. Toronto: Nelson, 1990. p. 19.

Jackson, J. *CIAO!, Primo* (p. 71), *Secondo* (p. 90), *Terzo libro.* Toronto: Nelson, 1990. p. 104.

Mollica, A. *A te la scelta! Libro primo*. Welland, Ontario: Éditions Soleil, 1992. pp. 14, 15, 76, 77.

Technological

BBC educational and Training videos. *BUONGIORNO ITALIA !Italian For Beginners*. Twenty program, 25 minutes each.

Internet: sites on leisure and pastime activities in the country of the language of study.

Community

local community centres (e.g., Columbus Centre), and social clubs

Activity 2: Dining Out

Time: 180 minutes

Description

Students learn the vocabulary and language conventions associated with food and nutrition. They practise the use of the partitive article with nouns and other expressions of quantity. A practical application of the knowledge acquired consists in the creation of an advertisement for a new restaurant, a wine tour or a gastronomical tour to a region.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language appropriate to the level in a variety of practical, structured situations;
OSV.01 - communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of practical purposes;
WRV.01 - write for different practical purposes and different audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands, using vocabulary and language structures appropriate to the level;
OS1.02 - use simple vocabulary and language structures appropriate to the level to ask and answer simple questions, and to convey and respond to simple messages (e.g., role-play a telephone dialogue);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities and projects (e.g., dialogues, brief reports on a cultural topic);
RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles, brochures, travelogues);
RE1.03 - use visual cues (e.g., illustrations, punctuation) and some verbal cues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts on CD-ROMs and the Internet);
RE1.05 - identify features of the culture of countries where the language is spoken (e.g., distinctive modes of travel, trade practices);
WR1.04 - use resources to make their writing more effective (e.g., consult dictionaries, use input from teachers);
WR1.05 - apply knowledge of the culture of countries where the language is spoken in various practical activities, using print and electronic resources (e.g., prepare a report on the cuisine of a particular region).

Prior Knowledge Required

- use of partitive with nouns
- prepositional phrases (e.g., *at the restaurant, in the restaurant,* etc.)
- present tense, regular verbs, and irregular verbs (e.g., *to be, to have, to want, to like*)
- regular and some irregular descriptive adjectives
- interrogative adjectives

Grammar and Language Knowledge

- vocabulary associated with food and drink
- expressions pertaining to physical states and sensations (e.g., *hunger, thirst,* etc.)
- some irregular verbs (e.g., *to need, to drink, to want*)
- expressions of quantity and weight measures

Planning Notes

- The teacher finds books/videos on regional cooking. (For Italian, consult resources listed in unit.)
- The teacher selects pamphlets advertising restaurants and menus that reflect the cuisine of the language of study, and organizes an outing to a restaurant, if possible.
- The teacher finds a large detailed political map of the country of the language of study with regions indicated.
- The teacher books time in the computer lab, if required for research project.

Teaching/Learning Strategies

1. The teacher presents language expressions associated with food and beverages. Vocabulary might include kitchen utensils and table settings.
2. Whole class: presented with a situation, students choose from a list an expression logically associated with it. (e.g., At the end of a meal, your friend asks for the cheque. What would he/she say?
   (a) *il menu, per favore.* (b) *il conto, per favore.*
   (c) *un caffè, per favore.* (d) *è un pranzo a prezzo fisso.*)
3. Pair: Students complete a dialogue between a client and a waiter by choosing logical expressions from a list of possible completions. *Alternative for Academic course: students create and present their own dialogue.*
4. Pair: given a menu in the language of study, students work in pairs, student A ordering food, student B acting as waiter.
5. Whole class: students learn expressions pertaining to human states and sensations (i.e., *hunger, thirst*). They also learn irregular verbs such as *to drink, to eat, to pay.*
6. Whole class: the teacher reviews, if necessary, the use of the partitive article. He/she also teaches other expressions of quantity such as *piece, pack, jar, bag, box, can, bottle, slice.*
7. Whole class: the teacher distributes/shows pamphlets advertising various types of restaurants. Students analyse the format and content of the advertisement. They then work in groups at designing a pamphlet for a restaurant serving food typical of the country. *Alternative for Academic course: students design a menu in the language of study with a description of each dish.*
8. Individual: research on the wines of Italy students locate and explore wine regions. They research a region of choice and present their findings in a collage or poster, using simple descriptive statements.
9. Individual: as an alternative to 8, students choose a region noted for its food, and present a gastronomical tour of the region using brief prepared notes.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	WR1.02, GL1.01, GL1.04	Quiz - multiple choice/fill-in-the-blanks	Students complete test on irregular verbs and expressions of quantity.
Communication Application	OL1.01, OS1.02, WR1.04, WR1.05	Checklist	Students design a pamphlet for a restaurant.
Thinking/Inquiry Application	OS1.04, RE1.01, RE1.03, RE1.05, WR1.04, WR1.05	Rubric for oral/written project	Students present project on wines or regional foods.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may work in pairs on wine or food project.
- To add challenge, the teacher provides additional reading material related to regional wines and foods.

Resources

Printed Matter

Costantino, M, *The Italian Way.* Lincolnwood, Illinois: Passport Books. 1996. pp. 2, 69, 88.

Cremona, J. *Buongiorno Italia!* BBC Radio and Television course for beginners in Italian. London W12 TT, 1992 p. 99.

D'Alleva, J. *Incontri Culturali, Cross-Cultural Mini-Dramas*. Toronto: Nelson, 1990. pp. 11, 26, 27, 31

Graziano, G. *Dialoghi Simpatici. A Graded Introductory Reader for the Beginning Students.* Lincolnwood, Illinois: NTC. 1996. pp. 81, 82, 83, 85, 108, 109, 121, 122, 148, 150.

Idee pratiche per le lezioni di Italiano. London: Mary Glasgow Publications, Ltd., 1992

Technology

Buongiorno Italia ! BBC educational and training videos (Episode 9)

Internet: Your Guide To 57 Decadent Cooking Holidays in Italy
http://www.portal.ca/-mcowan

Community

local restaurants, business, cultural centres, and social clubs.

Activity 3: Shopping for Clothes

Time: 240 minutes

Description

Students name and describe clothes and accessories. They learn the language associated with buying clothes, including asking the sales person for help, and the price of each item. The teacher reviews the demonstrative adjectives, introduces and teaches the simple past of regular verbs. Students research and produce a poster.

Strand(s) and Expectations

Strands: Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language appropriate to the level in a variety of practical, structured situations;
OSV.01 - communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of practical purposes;
WRV.01 - write for different practical purposes and different audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands, using vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions, gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., instructions, explanations, conversations on audiotape, videotape, and CD-ROMs);
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., monuments, distinctive art forms);
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to ask and answer simple questions, and to convey and respond to simple messages (e.g., role-play a telephone dialogue);
OS1.05 - apply knowledge of the culture of countries where the language is spoken in various activities and projects (e.g., dialogues, brief reports on a cultural topic);
RE1.04 - respond to what they read in a variety of ways (e.g., respond to questions);
WR1.01 - write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place);
WR1.02 - write answers to a variety of simple questions;
WR1.05 - apply knowledge of the culture of countries where the language is spoken in various practical activities, using print and electronic resources (e.g., prepare a report on the cuisine of a particular region).

Prior Knowledge Required

- regular and some irregular descriptive adjectives and their agreement with nouns, adjectives describing colours
- research techniques

Grammar and Language Knowledge

- vocabulary associated with shopping for clothes
- past tense of regular verbs

Planning Notes

- The teacher prepares/finds pictures of clothes and accessories.
- The teacher prepares sheets on past tense of verbs and agreement of adjectives.
- The teacher obtains video on shopping for various items. (For Italian, check resources in unit.)
- The teacher prepares a model dialogue between a client and a sales person.
- The teacher prepares a research template on an international fashion model.

Teaching/Learning Strategies

1. Whole class: the teacher shows pictures of various items of clothing and pronounces the name of each one. Students repeat for correct pronunciation and intonation. If a video on shopping for clothing is available (e.g., *Buongiorno Italia*, Episode 3), the teacher shows it as an introduction to the lesson.
2. Individual: the teacher gives students a series of situations (e.g., at school, at home, at a party, etc.) and for each case, students describe what the appropriate dress is. This activity may take the form of a collage with brief captions for each item.
3. Individual: the teacher presents forms and uses of the simple past tense of regular verbs, and reviews the agreement of descriptive adjectives with nouns. Students practise verb forms and adjective agreements using prepared sheets.
4. Pair: the teacher presents a model dialogue between a salesperson and a client. Using the model, students write and present a scene between a client and a salesperson. The client is looking for an item in a certain colour and size. The sales person doesn't have that particular item, but he/she tries to convince the client to buy another one in a different colour and size. *Alternative for Academic course: students write and present a dialogue without using a model.*
5. Individual: using print and technological resources, and with a template provided by the teacher, students search for and record information about an international fashion model. They make a poster of their favourite model, and describe what he/she is wearing. *Alternative for Academic course: students do a project (written or oral) on the life and career of a fashion model.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, GL1.09	Observation Listening comprehension quiz	Students listen and repeat new vocabulary items. Students view video and respond orally to comprehension questions.
Knowledge/ Understanding Application	WR1.02, GL1.04, GL1.05	Written test	Students complete test on past tense and adjective agreement.
Communication	OS1.01, OS1.02	Rating scale for oral presentation	Students respond to questions on appropriate dress in various situations.
Communication Application	OL1.01, OL1.02, OS1.02, WR1.01	Rubric for written activity	Students write and present dialogue in a clothing store.
Communication Application	OS1.05, RE1.04, WR1.05	Rubric for research project	Students research fashion model. Students fill in template about a fashion model and present information orally to the class.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students view video more than once.
- Students are given extra time to complete research assignment on fashion model.
- Students are assigned an alternative performance task (a poster, a collage).
- To add challenge, the teacher has students write more complex descriptive paragraphs on appropriate dress in different situations.

Resources:

Printed Matter

Costantino, M. *The Italian Way.* Lincolnwood, Illinois: Passport Books. 1996. pp. 62, 90.

Idee pratiche per lezioni di italiano. Mary Glasgow Publications, Ltd., 1992.

Jackson, J. *CIAO ! Terzo Libro.* Toronto: Nelson, 1990. p. 127.

Jackson, J. *CIAO ! Teacher's Resource Book, Terzo Libro.* Toronto: Nelson, 1990.

fashion magazine pictures

Technology

Buongiorno Italia ! BBC educational and training videos, Episode 3, Buying Things and Asking the Price. BBC Education & Training.

Activity 4: Watching TV

Time: 180 minutes

Description

Having acquired vocabulary pertaining to leisure and pastimes, students are ready to expand their lexical repertoire to a sphere they know only too well: television. They now familiarize themselves with the vocabulary associated with this medium. They identify programs that they either like or dislike, and further practise questions by interviewing their classmates and the teacher in regard to their viewing habits. Together with the teacher, learners use simple vocabulary and language structures to describe events reported in the news. In so doing, they further practise the use of the simple past

Strand(s) and Expectations

Strands: Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language appropriate to the level in a variety of practical, structured situations;
OSV.01 - communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of practical purposes;
WRV.01 - write for different practical purposes and different audiences, using simple language appropriate to the level.

Specific Expectations

OL1.02 - use visual cues (e.g., facial expressions, gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., instructions, explanations, conversations on audiotape, videotape and CD-ROMs);
OS1.02 - use simple vocabulary and language structures appropriate to the level to ask and answer simple questions, and to convey and respond to simple messages (e.g., role-play a telephone dialogue);
OS1.03 - express opinions and needs in conversations and other practical situations (e.g., identify their favourite TV programs and explain the reasons for their preferences);
RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles, brochures, travelogues);
RE1.03 - use visual cues (e.g., illustrations, punctuation) and some verbal cues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts on CD-ROMs, and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., respond to questions);
WR1.01 - write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place);
WR1.02 - write answers to a variety of simple questions;
WR1.03 - write a variety of practical forms for specific purposes, using a model (e.g., prepare an itinerary for a trip, prepare a brief summary of weekly spending);
WR1.05 - apply knowledge of the culture of countries where the language is spoken in various practical activities, using print and electronic resources (e.g., prepare a report on the cuisine of a particular region).

Prior Knowledge Required

- present tense of regular and some irregular verbs (e.g., *to like, to have, to be, to want, to prefer, to dislike*)
- descriptive adjectives (e.g., *excellent, fabulous, interesting, sensational, strange, boring, ridiculous, funny,* etc.)
- simple past of regular verbs

Grammar and Language Knowledge

- expressions of time of day
- words associated with leisure activities in general and TV in particular
- reinforcement of regular verbs in simple past tense

Planning Notes

- The teacher prepares a vocabulary list associated with television.
- The teacher prepares a questionnaire to survey students' viewing habits.
- The teacher obtains a page of a TV guide in the language of study and makes copies for students.
- The teacher creates a simple model paragraph in the past tense describing a news event.

Teaching/Learning Strategies

1. Whole class: the teacher distributes a list of various types of TV genres to familiarize students with vocabulary. With the help of the teacher, students identify the various types of programs and give one example for each type.
2. Individual: the teacher distributes a questionnaire to survey students' viewing habits. They answer questions in simple but complete sentence form. They compare their answers with those of others in the class.
3. Individual: the teacher hands out a copy of a TV guide page written in the language of study. The teacher reviews/teaches how to tell time of day. Students practise by reading times printed in hours and minutes on the TV guide page. For each TV show, students say when it begins and ends.
4. Small group: students read for comprehension a description of at least two different types of programs listed in the TV page. They work in small groups to interpret the meaning of the text, then after taking notes, give a brief oral report on the programs chosen.
5. Whole class: the teacher distributes a model paragraph in the past tense describing a news event. Students read the paragraph, then write answers to questions related to the event. In so doing, they practise the use of the past tense. They hand in answers for formal teacher assessment. *Alternative for Academic course: following the teacher's model, students write a brief paragraph about an event reported in the news.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02, OS1.02, RE1.01, RE1.04, WR1.01	Observation	Students listen, read and give an example of different types of TV.
Communication	RE1.04, WR1.02	Checklist	Students answer survey questions on viewing habits.
Knowledge/ Understanding	OL1.02, OS1.03, RE1.03, WR1.05, GL1.09	Observation Rubric for reading comprehension	Students practise telling time of day. Students discuss and make notes on two types of TV programs.
Communication Application	OS1.03	Rubric for oral report	Students give brief oral report on TV program.
Knowledge/ Understanding	RE1.04, WR1.03, GL1.04	Rubric for written evaluation	Students read and write answers to questions on teacher model paragraph, using the past tense.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Pair students of different abilities to work on tasks, e.g., descriptions of TV programs, paragraphs.
- Give extra time to prepare for oral presentations..
- Tape answers as an alternative to a written response.
- To add challenge, have students do additional original TV show descriptions.

Resources

Printed Matter

arts and entertainment section of a newspaper in the language of study

Danesi, M. *ADESSO!* Boston: Heinle & Heinle Pub, 1992. pp. 125, 163, 191.

Jackson, J. *Ciao! Terzo Libro*. Toronto: Nelson, 1990. pp. 104, 114.

Pease, A. *Italiano in Diretta*. Toronto: McGraw-Hill, 198. pp. 186, 198.

Community

CHIN TV and radio station

Activity 5: Describing a City

Time: 180 minutes

Description

Students learn the necessary vocabulary to identify city spaces and to describe buildings in their own street or neighbourhood. Using the Internet, they find out information about a major city in the country of the language of study, and its landmarks. As a culminating activity, they report about their visit to this city and, in so doing, they further practise the use of the past tense.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language appropriate to the level in a variety of practical, structured situations;
OSV.01 - communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of practical purposes;
WRV.01 - write for different practical purposes and different audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands, using vocabulary and language structures appropriate to the level;
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities and projects (e.g., dialogues, brief reports on a cultural topic);
RE1.05 - identify features of the culture of countries where the language is spoken (e.g., distinctive modes of travel, trade practices);
WR1.02 - write answers to a variety of simple questions;
WR1.04 - use resources to make their writing more effective (e.g., consult dictionaries, use input from teachers);
WR1.05 - apply knowledge of the culture of countries where the language is spoken in various practical activities, using print and electronic resources (e.g., prepare a report on the cuisine of a particular region).

Prior Knowledge Required

- present tense of regular and frequently used irregular verbs (e.g., *to be, to have, to want, to go*)
- regular and frequently used irregular descriptive adjectives
- simple prepositions and articles
- simple past tense

Grammar and Language Knowledge

- vocabulary associated with city spaces
- reinforcement of use of prepositions, simple and contracted, in front of nouns
- reinforcement of agreement of adjectives and nouns
- reinforcement of simple past of regular and most frequently used irregular verbs (e.g., *to go, to come*)

Planning Notes

- The teacher assembles pictures of city buildings.
- The teacher prepares copies of neighbourhood maps.
- The teacher makes copies of a political map of the country where the language of study is spoken.
- The teacher prepares pencil paper-type quizzes on the use of prepositions and agreement of adjectives with nouns.
- The teacher books time in the computer lab for Internet research.

Teaching/Learning Strategies

1. Whole class: using pictures of various city landmarks, the teacher introduces the necessary vocabulary associated with city spaces. Students repeat new vocabulary. Correct pronunciation is emphasized by the teacher.
2. Whole class: the teacher distributes a map of a city neighbourhood. Students use the language of study to label buildings on the map.
3. Whole class: the teacher reviews the use of prepositions, simple and contracted. Students practise the use of contractions in front of names of city buildings (e.g., *in the bank, at the stadium, to the church,* etc.). Students practise agreement of nouns and adjectives by describing city spaces in their own street or in their neighbourhood.
4. Whole class: the teacher distributes copies of a map of the country where the language of study is spoken. On the map, dots represent the location of important cities. Names of the cities are listed at the bottom. With the help of a political map of the country, students locate the cities on the map.
5. Individual: Using the Internet, students find out information about a city in the country of the language of study (e.g., important monuments, museums, theatres, and other places of interest). Students identify/list the landmarks they wish to visit there. *Alternative for Academic course: students illustrate landmarks chosen in descriptive statements.*
6 Whole class: as a culminating activity, students report about their visit to the international city of choice (e.g., where they stayed, people they met, places they visited, etc.). The report may be oral and may take the form of a poster where photographs are accompanied by brief descriptive statements. *Alternative for Academic course: the report may take the form of a journal accompanied by a taped commentary.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OS1.01	Observation	Students listen to the teacher pronouncing new vocabulary. Students repeat for correct pronunciation.
Application	WR1.02	Checklist Map	Students label buildings on neighbourhood map. Students locate cities on political map.
Knowledge/ Understanding	GL1.02, GL1.05	Paper/pencil test	Students use prepositions, agreement of adjectives and nouns.
Knowledge/ Understanding	RE1.05, WR1.04	Observation Checklist	Students consult Internet to find information on landmarks in international cities. Students use Internet to make writing more effective
ApplicationCommunication	OS1.04, WR1.05	Rubric for oral/written assignment	Students report on visit to international city of choice.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may present their descriptions of city spaces orally.
- To add challenge, the teacher may require students to locate international cities without the help of a political map to test their geographical knowledge of the country of the language of study.

Resources

Printed Matter

Cockburn, F., J. Gardini, and P. Gallup. *Cyberproject: An Electronic Passport to the World of International Languages.* Toronto: Toronto Board of Education, Modern Languages and Classic Department, 1997.

Costantino, M. *Avventure in città...* New York: Amsco School Publications, Inc. pp. 26-28.

Cremona, J. *Buongiorno Italia ! A Combined BBC Radio and Television Course for Beginners in Italian.* London: BBC Books.

Graziano, C. *Dialoghi Simpatici*. Toronto: National Textbook Company, 1996. pp. 58, 59.

Jackson, J. *CIAO! Primo Libro*. Toronto: Nelson, 1990. pp.14-21.

Jackson, J. *CIAO! Secondo Libro*. Toronto: Nelson 1990 pp. 47-53.

Jackson, J. *CIAO! Primo, Second, Terzo Libro. Teacher's Resource Book* Toronto Nelson, 1990.

Speroni, C. and C. Golino. *Basic Italian,* Seventh Edition. Toronto: Holt Rinehart and Winston, 1993.

Idee pratiche per lezioni di italiano. London: Mary Glasgow Publications Ltd, 1992. pp. 14-17.

Technological

Internet

Community

travel agencies, community centres, libraries with access to Internet

Activity 6: A music Trip to Tuscany

Time: 240 minutes

Description

This culminating activity allows students to apply the vocabulary and language structures learned during the unit. Students work at a group project on a vacation trip to a region of a country where the language of study is spoken. They use print and electronic media to search for information, keep a record of their activities in group logs/journals and present their findings in oral and written form.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language appropriate to the level in a variety of practical, structured situations;

OSV.01 - communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level;

REV.01 - read age- and language-appropriate passages from various sources for a variety of practical purposes;

WRV.01 - write for different practical purposes and different audiences, using simple language appropriate to the level.

Specific Expectations

OL1.02 - use visual cues (e.g., facial expressions, gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., instructions, explanations, conversations on audiotape, videotape, and CD-ROMs);
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., monuments, distinctive art forms);
OS1.02 - use simple vocabulary and language structures appropriate to the level to ask and answer simple questions, and to convey and respond to simple messages (e.g., role-play a telephone dialogue);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities and projects (e.g., dialogues, brief reports on a cultural topic);
RE1.03 - use visual cues (e.g., illustrations, punctuation) and some verbal cues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts on CD-ROMs, and the Internet);
RE1.05 - identify features of the culture of countries where the language is spoken (e.g., distinctive modes of travel, trade practices);
WR1.01 - write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place);
WR1.03 - write a variety of practical forms for specific purposes, using a model (e.g., prepare an itinerary for a trip, prepare a brief summary of weekly spending);
WR1.05 - apply knowledge of the culture of countries where the language is spoken in various practical activities, using print and electronic resources (e.g., prepare a report on the cuisine of a particular region).

Prior Knowledge Required

- ability to research using print and technological resources
- ability to read age- and language-appropriate passages from various sources
- ability to organize and keep a record of findings
- words associated with family, leisure, transportation, city spaces
- time of day, days of the week, months of the year
- present tense of regular and frequently used irregular verbs (e.g., *to be, to have, to want, to go*)
- simple past of regular verbs in affirmative and negative constructions

Grammar and Language Knowledge

- words associated with different styles of music and dance
- words associated with transportation, geography, places (e.g., museums, art galleries, hotels) reinforcement of the use of present and simple past tense of regular and frequently used irregular verbs
- adverbs of time (e.g., *yesterday, today, tomorrow*)
- word order in simple and complex sentences

Planning Notes

- The teacher assembles pamphlets, brochures, pictures, videos, etc., illustrating major tourist and cultural attractions of a region/city in the country where the language of study is spoken.
- The teacher locates a political map of the country.
- The teacher books time in the library/computer lab.

Teaching/Learning Strategies

1. Whole class: the teacher explains the general topic of the project, illustrates on the board the mechanics of working in jigsaw groups, and divides the class into pre-arranged groups of four or five students, called "home groups," to which the students eventually return to complete the jigsaw exercise.
2. Whole class: the teacher distributes a written copy of the details of the project:
   The Bianchi family is quite a musical family. Music is their life, all kinds of music! Mr. Bianchi loves opera; his wife adores it but she also loves classical music, Vivaldi in particular. Christian, their teenage son, is too young to appreciate opera. He is a jazz fan. He heard Zucchero once and he would like to know more about him. Patrizia, the daughter, has a dream...to become a ballerina. The Bianchis decide to go to Tuscany for their summer vacation and enjoy music in the "terra del bel canto". They also want to visit many of Florence's museums, galleries, churches, buildings, and gardens. A day or two by the beach on the beautiful Tuscan coast will make the two kids very happy. A "pensione" in Florence will be the residence for the family's vacation.
   Students use print and technological resources to:
   - search for and select the best places (cities and/or towns) in Tuscany where the Bianchi family can enjoy listening to their favourite style of music;
   - decide on the summer month that would best suit the musical interests of each member of the family;
   - search for and list the main museums and art galleries in Florence: name, location, exhibits, visiting hours, etc.;
   - search for a place on the Tuscan coast not too far from Florence where Patrizia and Christian can spend a day or two swimming and getting *la tintarella*;
   - find an comfortable, but affordable *pensione* in downtown Florence.
3. Small group (home group): with the assistance of the teacher, groups read the project and discuss the information required to complete it. The teacher forms "expert groups," choosing at least one student from each of the home groups. The teacher assigns one of the research tasks of the project to each expert group.
4. Small group (expert group): students use print and technological resources to find out the information required to complete the specific task assigned to them. Each student takes notes on all findings in order to be able to present information to his/her home group.
5. Small group (home group): each student "expert" explains findings to the other members of his/her home group. Home group prepares a written report for the teacher, incorporating the information found.
6. Small group (home group): students role-play one situation (short dialogue) from the experiences of the Bianchi family on holiday.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/Inquiry Knowledge/ Understanding	OL1.02, OS1.02, RE1.05, WR1.03, WR1.05, GL1.04, GL1.07, GL1.09	Observation	Students find and record information on their specific task.
Communication Application	OS1.02, OS1.04, RE1.03, GL1.04, GL1.07, GL1.09	Observation Checklist	Students present information to other members of their home group.
Communication Application	WR1.01, WR1.05, GL1.04, GL1.07, GL1.09	Rubric for written project	Students prepare written summary of findings.
Communication Application	OL1.03, OS1.02, OS1.04	Rubric for oral presentation	Students role-play holiday situation.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow students extra time to complete each task.
- Allow some students to use cue cards in oral presentation.
- To add challenge, the teacher has students do more in-depth research on one aspect of the project.

Resources

Printed Matter

Cremona, J. *Buongiorno Italia! Italian for Beginners.* London: BBC Books. (Chapters 7, 8, 14, 15)

Michelin Guide to Italy.

Technological BBC educational and training videos! *Buongiorno Italia! Italian For Beginners.* (Episodes 6, 7, 8, 9)

Club Toscana Adventures
http://www3.sympatico.ca/toscana

Go Tuscany-What's going on?
http://firenze.net/events/events.htm

Italian Music – Italian Culture
wysiwyg://45/http://italianculture.about...home&terms=pastimes&PM=113-300-T

Adesso web site
http//adesso.heinle.com

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5.
Tel. (416) 977-2193. Fax (416) 977-5422. http://www.italconsulate.org

Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, Montreal, PQ, H3B 2C3.
Tel. 1-800-482-59047. Fax (514) 392-1429. http://www.italiantourism.com

Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3.
Tel (416) 921-3802/-0499. Fax (416) 962-2503. http://www.iicto-ca.org

Unit 4: The World Of Work

Time: 20 hours

Unit Description

In this unit, students explore the world of work. They learn that their job opportunities are expanded if they have a working knowledge of several languages. The teacher assists them to gather information on a wide variety of jobs and identify the tasks and requirements of several of them. A variety of activities provide on going opportunities for evaluation by the teacher of vocabulary acquisition and language skills. By completing a personal inventory, students discover their areas of interest and strength. Students learn basic job search skills, fill in a sample job application, learn to write a résumé, and participate in a simulated job interview.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.O3, OS1.O1, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	The Value of Work	150 minutes
Activity 2	Exploration of Careers and Trades	150 minutes
Activity 3	Employment Benefits of Knowing Languages	140 minutes
Activity 4	A Career for Me	200 minutes
Activity 5	The Job Application Form and the Résumé	250 minutes
Activity 6	The Job Interview	310 minutes

Prior Knowledge Required

- simple present tense of regular verbs and frequently used irregular verbs in the affirmative, negative, and interrogative constructions
- near future tense
- modal verbs
- perfect past tense (simple past tense in some international languages)
- interrogative pronouns
- direct and indirect object pronouns
- formation and use of adverbs to modify verbs
- formation and use of adverbs of time
- expressions of quantity
- cardinal numbers
- adjectives: regular and irregular, possessive, demonstrative, interrogative; expressions of quantity
- familiarity with writing a variety of simple forms
- experience in oral presentations; for example, reporting a group's findings
- ability to express and share facts, ideas, feelings, opinions in both oral and written form
- ability to read and understand simple written passages related to a theme
- prepositional phrases

Unit Planning Notes

- The teacher gathers resources listed.
- The teacher refers to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*, to establish the criteria lists for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme vocabulary) required for the successful completion of the tasks of this unit.

Teaching/Learning Strategies

- The teacher and students discuss the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: brainstorming, classifying, collaborative/co-operative learning, conferencing, oral communication, note-taking, guessing game, memorizing, reading response, interviewing, oral presentation and performing, research using technology.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- oral/aural quizzes: teacher- or course-generated tests
- observation: formal and informal
- conferencing: student/teacher conferencing
- paper and pencil quizzes: teacher- or course-generated tests
- performance: formal written assignment, role performances
- tools: anecdotal comments, probe questions, checklists, rating scales, quizzes, rubrics for oral and written assignments

Summative Evaluation

- formal written assignments, listening and reading comprehension tests, oral presentations

Resources

Printed Matter

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish.* Hong Kong: Colorcraft Ltd., 1989. (NO ISBN)

Gabel-Liebowitz, Dorothy. *Practical Vocabulary Builder: Blackline Masters.* Lincolnwood, Illinois: National Textbook Company, 1994.

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters.* Portland, Maine: J. Weston Walch, 1988. ISBN 01-3540

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters.* Portland, Maine: J. Weston Walch, 1987. ISBN 01-3534 03-3534

Giannetti, George and Adolfo Ayala. *!Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters.* Portland, Maine: J. Weston Walch, 1988.

Juntos, New Jersey: Prentice-Hall, 1997. ISBN 0-13-838905-5

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1.* Scott, Foresman and Company, 1996. ISBN 0-673-21669-1

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies.* Scott, Foresman and Company, 1996. ISBN 0-673-21706-X

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles*. Scott, Foresman and Company, 1996. ISBN 0-673-21700-0

Met, Miriam, R. Sayers, and Carol Wargin. Paso a Paso 1: Communication Activities. Scott, Foresman and Company,1996. 0-673-2169-8

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package*. Scott, Foresman and Company, 1996. ISBN 0-673-21726-4

Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters.* Portland, Maine: J. Weston Walch, 1982. (NO ISBN)

Ontario, Ministry of Education and Training. *You and the Job Market: Quick reference to today's job market for career counselling and career planning*. Ontario: 1997.

Sacks Da Silva, Zenia. *Persona a Persona 1.* New York: MacMillan Publishing Co. Inc., 1982. ISBN 0-02-270230-X

Sacks Da Silva, Zenia. *Usted y yo.* New York: MacMillan Publishing Co. Inc., 1969.

Samaniego, F., M. Carol Brown, Patricia Hamilton Carlin, Sydney E. Gorman, and Carol Sparks. *¡Dime! Uno*. Lexington: D.C. Heath and Company, 1997. ISBN 0-669-43328-4

Stauback, Charles N., Adalberto M. Guerrero, and Alejandrina M. Bonilla. *Lengua Activa 1*. Lexington: Ginn and Company, 1975. ISBN 0-663-31124-1

Terrell, Tracy D., Elías Miguel Muñoz, Linda Paulus, Mary Rogers, Barbara Snyder, Eduardo and Kathleen Kirk. *¡Bravo! 1.* McDougal Littell/Houghton Mifflin, 1995. ISBN 0-8123-8700-7

Valette, Jean-Paul and Rebecca Valette. *Spanish for Mastery 1*. Lexington: D.C. Heath and Company, 1984. ISBN 06172-7

Zayas-Bazán, Eduardo and José B. Fernandez. *¡Arriba!* Englewood Cliffs, New Jersey: 1993. ISBN 0-13-044306-9

Qué tal (magazine for adolescents – Scholastic publications)

The Spanish Teacher's Book of Lists (Tralco)

Snappy Starters for Spanish Classes (Tralco)

Technological

Computer software programs: *Spanish Bit by Bit, Spanish Contest, Caminando, Rosetta Stone, Spanish Computerized*, parts 1 and 2

CD-ROMs: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)

Internet

Video

A Piece of the Puzzle (for information contact Fairmeadow Centre, TDSB, 416 395-4920)

Community

newspapers (in language of study, where possible)

language-specific organizations, clubs, centres

community resource speakers

Unit 5: Hot Off The Press

Time: 18 hours

Unit Description

Students increase their knowledge of the types and roles of media through the study of media works. Through a series of teacher-directed activities, students develop the necessary language knowledge and cultural information to be able to understand media and its influence, both here and in the countries of the language of study. The teacher uses a wide range of assessment and evaluation tools that allow students to demonstrate their knowledge in all skill areas as they examine various types of ads, discuss media, and create a want ad and a book/CD/video jacket.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, RE1.03, RE1.04, WR1.01, WR1.02, WR1.03, WR1.04, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Examining German Advertisements	200 minutes
Activity 2	Matching Stars and Films	200 minutes
Activity 3	Getting the Most for Your Money	200 minutes
Activity 4	Creating a Book/CD/Video Cover	230 minutes
Activity 5	Researching Effective Marketing practices	250 minutes

Prior Knowledge Required

- basic vocabulary associated with films, television, magazines, newspapers and music
- experience in oral presentations
- ability to express facts, opinions, feelings in conversations, discussions, and in written form
- present tense and imperative of some regular and irregular verbs
- adjectives
- adverbs modifying verbs and adjectives

Unit Planning Notes

- Teachers gather the materials required.
- Teachers refer to the Achievement Chart, which is found in *The Ontario Curriculum, Grade 9 and 10, Classical and International Languages, 1999*, to establish the criteria lists for the assessment of student learning throughout the unit.
- Teachers prepare the criteria checklists for the unit activities prior to introducing the unit.
- Teachers pre-teach/review the functional language (structures, theme vocabulary) required for the successful completion of the tasks of this unit.

Teaching/Learning Strategies

- The teacher and students discuss the learning goals of the unit/activities.
- In this unit the following teaching/learning strategies are used: brainstorming, problem- solving, memorizing, collaborative/cooperative learning, Internet research, simulating and performing, note-making, jigsaw activities and communication strategies which include questioning, speaking German in small groups, participating in class discussions, and writing in paragraph form.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- Reflection: peer assessment
- Observation: formal and informal
- Performance: projects, formal written assignment, role performances, simulation
- Tools: checklists, rating scales, rubrics, video/audio tapes, tests, quizzes (oral/aural, written/reading)

Summative Evaluation

- Performance: formal written assignment, oral presentation

Resources

Printed Matter

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1.* Cheltenham: Mary Glasgow Publications, 1998. ISBN 0 7487 3567 4

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2.* Cheltenham: Mary Glasgow Publications, 1999. ISBN 0 7487 4003 1

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1.* Surrey: Thomas Nelson and Sons Ltd., 1993. ISBN 0-17-439785-2

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 2.* Surrey: Thomas Nelson and Sons Ltd., 1994. ISBN 0-17-439796-8

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 3.* ISBN 0-17-439880-8

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 2.* Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15011-3

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 3.* Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15021-0

Das Rad or Schuss (German student magazine), available from Scholastic Canada Ltd., 175 Hillmount Ave., Markham, (905) 887-7323

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1.* London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X

Holt, Rinehart and Winston. *Komm mit! Level 1.* United States: Harcourt, Brace & Company, 1995. ISBN 030 325 196

Holt, Rinehart and Winston. *Komm mit! Level 2.* United States: Harcourt, Brace & Company, 1995. ISBN 030 325 528

Holt, Rinehart and Winston. *Komm mit! Level 1 Teaching Resources.* United States: Harcourt, Brace & Company, 1995. ISBN 030 325 234

Holt, Rinehart and Winston. *Komm mit! Level 2 Teaching Resources.* United States: Harcourt, Brace & Company, 1995. ISBN 030 950 600

Moeller, Liedloff, Kent. *German Today 1,* Fourth Edition. Boston: Houghton Mifflin Company, 1989. ISBN 0-395-47122-2

Moeller, Liedloff, Kent. *German Today 2,* Fourth Edition. Boston: Houghton Mifflin Company, 1989. ISBN 0-395-47135-4

Canadian and German magazines and newspapers

Technological

Annenberg/CPB Collection. *Fokus Deutsch* (12 x 60 minute videos and support materials) series code 64-31-1023; available from McGraw-Hill Ryerson Ltd; TEL: (905) 430-5050 or (800) 565-5758; FAX: (800) 463-5885

computer programs: *CorelDRAW*™ and Clip Art

German for Everyone. CD-ROM. The Learning Company, Cambridge, Mass.1997. (2 disks)

Eine kleine Deutschmusik, (German songs reinforcing vocabulary and grammar, set to familiar tunes), available from Tralco, TEL: (905) 575-5717; Toll free: 1-888-4-TRALCO;
FAX: (905) 575-1783; Text/Workbook # 3-0468-9670-1; Music cassette # 3-468-9671-8

Inter Nationes. *Alles Gute, Langenscheidt* (Video Series), 1989 Bonn ISBN 3-468-96870-1

Internet (to download movie posters, research actors)

Community

Goethe Institute, 163 King St. W., Toronto, Ontario. Phone: (416) 593-5257

library: videocassettes, book covers, articles on actors, television stars

Activity 1: Examining German Advertisements

Time: 200 minutes

Description

Students view German television advertisements and listen to a series of pre-recorded ads. They learn to use visual and verbal clues to interpret ads. Then students read German advertisements and identify the basic parts of an ad in chart form. They use adjectives to describe and add colour to a product and then play the role of participants in a television show.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands using vocabulary and language structures appropriate to the level;
OL1.02 - use visual clues (e.g., facial expressions, gestures) and verbal clues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMS;

OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to ask and answer simple questions, and to convey and respond to simple messages (e.g., role-play a telephone dialogue);
RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles, brochures, travelogues);
RE1.03 - use visual clues (e.g., illustrations, punctuation) and some verbal clues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts on CD-ROMs and the Internet);
WR1.01 - write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place);
WR1.03 - write a variety of practical forms for specific purposes, using a model (e.g., prepare an itinerary for a trip, prepare a brief summary of weekly spending);
WR1.04 - use resources to make their writing more effective (e.g., consult dictionaries, use input from teachers).

Prior Knowledge Required

- the present tense of regular and some irregular verbs (e.g., *to have, to be, to want, to prefer, to like* and *dislike*)
- cardinal numbers
- names of currency
- adjectives

Grammar and Language Knowledge

- use of articles with nouns, irregular plurals, gender of nouns, and frequently used irregular nouns
- demonstrative, possessive and irregular adjectives
- words associated with the media, advertising (e.g., *to advertise, to promote, to sell, to buy, to like* and *dislike*, the *title*, the *product*, the *logo*, the *picture/illustration, youth, adults, seniors,* etc.)

Planning Notes

- The teacher finds a listening exercise on tape/CD/Internet containing a variety of advertisements in German. The teacher also selects advertisements from the text, German magazines, newspapers, the Internet and if possible from German television.
- The teacher prepares a chart on which students identify the product, brand name, message, target audience, and sound effects used in ads they hear.
- The teacher prepares a chart on which students write down new vocabulary from magazine ads.
- The teacher has dictionaries available in the classroom.
- The teacher prepares some ads by removing one of the essential parts for later addition by the student.
- The teacher seeks information about world cities from the Social Sciences Department, Library/Resource Centre, and the Internet.
- The teacher prepares slips of paper with the names of world cities.

Teaching/Learning Strategies

1. Whole class: students listen to pre-recorded (radio) advertisements. The teacher assists students in recognizing and understanding new vocabulary. If television ads are available, the teacher provides viewing opportunities.
2. Small group: students identify on a chart the product, brand name, message, target audience, and sound effects used in the ads they heard. They also state their opinion on the effectiveness of each ad. Students present their findings to the class.
3. Individual: students read magazine ads. Using a teacher-prepared chart and dictionaries/teacher's help to look up new vocabulary, students identify the principal parts of each ad (title, slogan, brand name/logo, company, picture/illustration, text). *Alternative for Academic course: students find their own ads, select the categories in which to identify the principal parts.*
4. Individual: *Das tut mir leid*. students form a line. The teacher shows each student a logo from an international company/brand name. If the student correctly identifies the logo, he or she goes to the end of the line; if the student does not identify the logo or takes longer than five seconds to answer the teacher says *Das tur mir leid* and the student sits down. The game continues until three students remain standing and the teacher declares them the winners.
5. Individual: students examine ads that are missing a principal part. They identify the missing part, then complete the ad in a creative way. The students present their completed ads to the class orally. The teacher marks the ads using a rubric. (See Appendix C-01 – Rubric for Completing an Ad)
6. Whole class: the teacher teaches/reviews how to use demonstrative, possessive, regular and irregular adjectives with nouns. Students practise using adjectives with nouns, orally and in written form, using text and teacher-generated examples. Students view Unit 10 of *Alles Gute* (see Resources) for reinforcement of adjective endings. *Alternative for Academic course: students write their own original noun phrases.*
7. Pair: students pick the name of a world city from a hat, then role-play as participants in a television talk show. The topic is: "The best place in the world to live." After library/Internet research, input from the Social Sciences Department, and note- taking, students list the reasons and justifications for living in that city. The groups present their show with the teacher as moderator (Appendix C-02 – The Best Place in The World to Live). *Alternative for Academic course: Students decide on the criteria for evaluation of each city, then prepare a chart using Tables in* Microsoft Word. *A written copy is handed in and evaluated.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/Inquiry	OL1.01, OL1.02 WR1.01, GL1.09	Chart of parts of pre-recorded ads	Students fill in the chart.
Knowledge/ Understanding	RE1.01, RE1.03, GL1.01, GL1.05	Magazine ads Noun phrases exercise	Students identify parts of an ad. Students add correct article and adjectival ending.
Communication/ Application	OS1.01, OS1.02, RE1.01, RE1.03, WR1.03, WR1.04 WR1.01, WR1.03 WR1.04, GL1.01, GL1.05	Game: *Das tut mir leid* Rubric Rubric	Students identify a company/brand logo. Students complete ads missing an essential part. Students present a world city and reasons why it is the best place to live.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may listen to or view advertisements more than once.
- Diagnostic test: student's comprehension of taped ads: students may present their findings orally.
- Students may use a computer to complete the missing part of an ad.
- Students may pick the applicable reasons for wanting to live in a world city from a teacher-generated list.
- Students to select their own ads from German newspapers, magazines.
- Students visit an international bookstore/Internet site displaying German magazines to select their own printed media material.

Resources

Printed Matter

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1.* (Lektion 10: Hamburg); Lektion 12: Munich).

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2.* (Lektion 1: Austria; Lektion 10 Switzerland).

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 3.* (job ads: p. 9;ads: p 54).

Holt, Rinehart and Winston. *Komm mit! Level 2.* (famous cities in Germany, pp. 62-63, 79-81, 155-157, 231-233)

Moeller, Liedloff, Kent. *German Today 1,* Fourth Edition. (cities: p.351; ads: pp. 3, 23, 47, 48, 81, 106, 138, 148, 171, 175, 179, 217, 223, 273, 282, 295, 311)

Moeller, Liedloff, Kent. *German Today 2,* Fourth Edition. (cities: pp. 23, 228, 232, 234, ads: pp. 22, 41, 126, 129, 172, 209, 253, 267, 270, 291, 316, 350, 355, 358, 371, 372, 392, 399).

Canadian and German magazines and newspapers (for ads)

Das Rad or Schuss (German student magazine), available from Scholastic Canada Ltd.,175 Hillmount Ave., Markham (905) 887-7323.

Technological

computer programs: *Microsoft Word* for Tables, *CorelDRAW™* for adding missing part of ad

CD-ROM: *German for everyone* (for listening, reading comprehension, vocabulary building)

Internet (to download magazine ads)

Community

Goethe Institute (for pre-recorded radio, television ads)

Activity 2: Matching Stars and Films

Time: 200 minutes

Description

Students read descriptive paragraphs about current films/television programs for specific information. Then, using material from newspapers, magazines, or the Internet, students choose a favourite actor in a film or television program and fill in basic personal information.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands using vocabulary and language structures appropriate to the level;
OL1.02 - use visual clues (e.g., facial expressions, gestures) and verbal clues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMS;
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.03 - express opinions and needs in conversations and other practical situations (e/g., identify their favorite TV programs and explain the reasons for their preferences);
RE1.03 - use visual clues (e.g., illustrations, punctuation) and some verbal clues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts on CD-ROMs and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., respond to questions);
WR1.01 - write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place);
WR1.02 - write answers to a variety of simple questions;
WR1.03 - write a variety of practical forms for specific purposes, using a model (e.g., prepare an itinerary for a trip, prepare a brief summary of weekly spending).

Prior Knowledge Required

- familiarity with current films/television programs
- vocabulary associated with time: days of the week, months of the year
- present tense of regular and frequently used irregular verbs
- word order in simple sentences, positive, interrogative, negative
- idiomatic expressions
- experience in oral presentations

Grammar and Language Knowledge

- use of articles with nouns, gender of nouns, frequently used irregular nouns
- present tense, regular and irregular verbs
- demonstrative and interrogative adjectives and their gender and case endings
- digital and analogue methods of telling time

Planning Notes

- The teacher finds or prepares descriptions of films/television programs using a textbook, student magazines *Das Rad or Schuss* (see Resources), magazines, newspapers, or the Internet (German television programming can be found on the Internet), for use in reading or matching title and description of movie.
- The teacher prepares a large clock with moveable hands as well as 20-30 slips of paper to put in a hat for a time-telling game.
- The teacher has dictionaries available in the classroom.

Teaching/Learning Strategies

1. Small group: the teacher hands each group a different descriptive paragraph about a recent/current film/television program (see Resources). Students decide what information they would like to discover about each program and create an information checklist. Using a dictionary and/or the teacher's help, students fill in the information sheet. Then, as a jigsaw activity, students in each group visit other groups to tell them what they learned about their film/television program.
2. Pair: the teacher reviews/teaches the names for the different types of movies: *Abenteuerfilm, Krimi, Western, Aktionfilm, Liebesfilm, Horrorfilm, Fantasiefilm, Komödie*. From a scrambled list of film names, and a brief description of each, students use the clues and match the type of movie with the name and description. *Alternative for Academic course: students create their own scrambled list of film names and written descriptions of films using recent or current films to test each other.*
3. Whole class: drawing examples from the previous descriptive paragraphs, the teacher reviews noun phrases consisting of demonstrative and interrogative adjectives, adjectives with correct gender, case endings and nouns. (*Dieser tolle Cowboy heißt* Old Shatterhand; *Welchen neuen Film* hast du gestern gesehen?)
4. Whole class: using teacher-prepared cards each containing one of the three elements of a noun phrase (demonstrative/interrogative adjective, regular/irregular adjective, and noun), students create their own original noun phrases and write them on the board/overhead projector for the whole class to view (this interesting film, which famous actor, that fateful day). *Alternative for Academic course: students write a "silly" descriptive paragraph of five sentences using as many unusual noun phrases as possible.*
5. Whole class: the teacher reviews/teaches how to tell time using analogue and digital methods. The students practise by pulling times printed in hours and minutes from a hat. The three students who can give both analogue and digital times orally without making a mistake are the winners. *Alternative for Academic course: students use the international clock to plan a week-long trip in Germany using plane and train schedules, the Internet or text to find these schedules.*
6. Individual: the teacher assigns each student the task of researching his or her favourite actor from films or television programs by using magazines, the library/Internet. After quiet reflection and note-taking, students write a rough copy, exchange with a partner for peer editing, then polish their final copy for presentation.
7. Individual: each student presents his or her favourite actor orally, then hands in his descriptive paragraph for formal teacher assessment.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/Inquiry	OL1.01, OL1.02 WR1.01, GL1.09, OS1.01, OS1.03 RE1.03, WR1.03	Checklist of information about a TV program/film Matching pictures, name, and description of film	Students create and complete checklist. Students match types of films to names and descriptions.
Communication Application	OS1.01 WR1.01, WR1.02, GL1.04, OS1.01, RE1.01, RE1.02	Rubric Game	Students complete descriptive paragraph of favorite actor. Students say time in analogue and digital form.
Knowledge/ Understanding/ Application	OS1.01, GL1.01, GL1.05	Sets of cards each with 1 part of a noun phrase	Students put cards together to form noun phrases.

Accommodations

- Consult each Annual and/or Individual Education Plan.
- Students may present their findings matching picture and description of films orally.
- The student may learn only digital time telling.
- The student may present the descriptive paragraph only orally for assessment.
- The teacher provides students with international train, plane, and bus schedules. Then, using international time, students decide which flights, trains, and buses would be the best connections, on a specific date, to get from point A to point B.

Resources

Printed Matter

Holt, Rinehart and Winston. *Komm mit! Level 2.* (pp. 233E, 233M, teacher's edition: descriptions of television programs).

Holt, Rinehart and Winston. *Komm mit! Level 1. Teaching Resources.* (pp. 33, 262, 263: description of recent films).

Moeller, Liedloff, Kent. *German Today 1,* Fourth Edition (p.133: train departure schedule).

dictionaries

movie/TV magazines in English, German

Canadian, German magazines and newspapers (articles on actors)

Das Rad or Schuss (German student magazines articles on famous German and American actors)

Technological

Internet for information on movie, TV stars

computer programs: *CorelDRAW*™ and Clip Art

CD-ROM: *German for Everyone.* Cambridge, Mass. (grammar review)

Internet (to download movie posters, research actors)
http://excite.de.netscape.com/unterhaltung/katalog/10103 (television, actors)

Fokus Deutsch (Level 3, Tape 12: about German film, theatre)

Community

Goethe Institute (information on German actors, descriptions of television programs)
library: video cassettes, book covers, articles on actors and/or television stars

Activity 3: Getting the Most for Your Money

Time: 200 minutes

Description

Students read and analyse two types of ads: ads describing available rooms, apartments, and condominiums and ads placed by people looking for accommodations. They then design and create a chart to determine which one has the most features and best price. Students learn how German forms new words from root words, then practise creating new words. Finally, they play the role of an exchange student and design and create their own ad seeking accommodation.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands using vocabulary and language structures appropriate to the level;
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles brochures, travelogues);
RE1.02 - read aloud with expression to further develop standard pronunciation and intonation;
RE1.03 - use visual clues (e.g., illustrations, punctuation) and some verbal clues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts on CD-ROMs, and the Internet);
WR1.01 - write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place);
WR1.04 - use resources to make their writing more effective (e.g., consult dictionaries, use input from teachers).

Prior Knowledge Required

- words associated with places (rooms, apartments, condominiums)
- adverbs of time
- demonstrative adjectives
- nouns and adverbs of time
- possessive, demonstrative, and interrogative adjectives

Grammar and Language Knowledge

- compound nouns
- prepositional phrases
- ordinal numbers 0-100

Planning Notes

- The teacher uses the text or German newspaper to find ads for rooms, apartments, and condominiums for rent (see Resources).
- The teacher prepares a list of compound nouns from the advertisements.
- The teacher writes a new list of common root words found in the textbook or workbook, to be used in a quiz.

Teaching/Learning Strategies

1. Small group: after the introduction of new words associated with housing, students read silently, and then aloud, ads describing available rooms, apartments, and condominiums. In order to compare these ads, each group designs and creates a chart of desirable features.
2. Whole class: students share their charts with one another and decide which features are to be included in the class chart.
3. Pair: students compare the ads, complete the chart, decide which is the best apartment, room, or condominium based on the criteria, then present their findings and their personal choice to the class.
4. Students view Unit 10 of *Alles Gute* (see Resources).
5. Whole class: using examples from the advertisements, the teacher shows how new words are formed in German from root words and how students can guess the meaning of the new word built on those words. Students practise orally and on the board/overhead recombining root words to build new ones. *Alternative for Academic course: students find compound nouns in ads previously studied.*
6. Pair: students play a game in which each pair is given a sheet with common root words scattered all over it. (See Appendix C-03) Within a given amount of time (one-two minutes), pairs write down as many compound words as they can build. The team building the most correct compound nouns wins.
7. Individual: students write a paper and pencil quiz, matching pictures and compound nouns, and creating com-pound nouns from root nouns. *Alternative for Academic course: students find additional compound nouns in magazine ads previously studied.*
8. Whole class: students review nouns and adverbs associated with time: the days of the week, months of the year, years, today, tomorrow, yesterday, the day after tomorrow. Then each student dialogues with the teacher, filling in an oral cloze exercise, adding these words to incomplete sentences.
9. Whole class: using for rent and for sale ads, the teacher introduces ordinal numbers for oral and written mastery. Students demonstrate their mastery of ordinal numbers by saying an ordinal number for others to write in numbers (am einunddreißigsten Mai – am 31 Mai) *Alternative for Academic course: students write the numbers their classmates say out loud.*
10. Pair: students take the role of an exchange student in Germany seeking a place to rent. They design and create their own ad using the vocabulary and phrases from the ads just studied. These student-created ads are then posted in the classroom and assessed by peers and teacher, using a rubric. *Alternative for Academic course: students reply to the ads as owner of an apt., etc., either in a letter or in a dialogue with the person seeking accommodation.*

Assessment/Evaluation Techniques

Category	Expectations	Tools	Activities
Thinking /Inquiry	OL1.01, WR1.01, GL1.09	Chart of desirable features in apartment for rent ad	Students create and complete chart.
Communication	OS1.01, RE1.01, RE1.02, RE1.03	Teacher/student dialogue: fill in the blank quiz	Students do oral cloze exercise with days, date, years.
Knowledge/ Understanding/ Application	WR1.04, GL1.01, GL1.07, GL1.08, GL1.09, GL1.10	Quiz on compound words Want ad for accommodation	Students complete pencil and paper test. Performance: Students write a want ad.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may present their work orally.
- Students should be grouped heterogeneously.
- Students may do paper and pencil test with a dictionary/textbook.
- More time may be allowed to complete each task.
- To add challenge, the teacher has students pretend to answer the other students' ads and offer rental accommodation, either on the phone, in person or in a FAX.

Resources

Printed Matter

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 3.* (Chapter 3: rooms, house, apartment).

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 2.* (pp. 26-29: a house).

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 3.* (pp. 30-31: a house).

Holt, Rinehart and Winston. *Komm mit! Levels 1 & 2.*

Moeller, Liedloff, Kent. *German Today 1 & 2*, Fourth Edition.

German newspapers

Technological

computers for word-processing, the Internet

Alles Gute, Langenscheidt (video series Unit 10, looking for and renting an apartment)

Fokus Deutsch (12 x 60 minute videos and support materials (Tape 1, Episode 3: vocabulary about living spaces, housing)

Activity 4: Create a Book/CD/Video Cover

Time: 230 minutes

Description

Students discover through observation and discussion what constitutes a book/video/CD cover, learn the appropriate words in German, then design and create a cover using available materials.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands using vocabulary and language structures appropriate to the level;
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);

RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles brochures, travelogues);
RE1.02 - read aloud with expression to further develop standard pronunciation and intonation;
RE1.03 - use visual clues (e.g., illustrations, punctuation) and some verbal clues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts on CD-ROMs and the Internet);
WR1.04 - use resources to make their writing more effective (e.g., consult dictionaries, use input from teachers).

Prior Knowledge Required

- word order in simple sentences
- prepositional phrases (in the room, to the store)
- words associated with advertisements
- names of colours
- idiomatic expressions
- adverbs of time

Grammar and Language Knowledge

- prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*)
- common conjunctions (e.g., *and, or, because, if, whenever, as if*)
- word order in compound and complex sentences
- vocabulary associated with advertisements, leisure, music, television names of currency, colours

Planning Notes

- The teacher selects book jackets/video covers from the library (see Resources) on various themes.
- The teacher creates a rubric to assess the student-created book/CD/video cover.
- The teacher asks students to bring art materials to class and/or reserve a computer in the library.

Teaching/Learning Strategies

1. Small group: looking at book/video/CD covers with a variety of themes, students discover through observation and discussion what information can be found on a book/CD/video cover. Following class discussion, students create a master graphic organizer of elements found on a cover.
2. Small group: using a scrambled list of vocabulary from the master graphic organizer in English and German, students assign a German term to each English term and write down their matches.
3. Whole class: listing German examples similar to ones found in the English text on book/video/CD covers, the teacher uses the "concept attainment" technique on the board to teach compound and complex sentence word order. (See Appendix C-04.)
4. Pair: the teacher hands out a sheet with main clauses and subordinate clauses. Within a given time, each pair writes as many correct compound and complex sentences as possible. The pair with the most correct answers wins.
5. Individual: paper and pencil quiz on word order in compound and complex sentences.
6. Pair: students design and create their own book/video cassette cover. They post their covers in the classroom before reading them aloud to the class. The teacher assesses using a rubric.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/Inquiry	OL1.01, OS1.01, RE1.02, WR1.01, GL1.09	Informal Observation	Students find and present basic elements of a book cover/video jacket.
Thinking/Inquiry	OS1.02, RE1.01, RE1.03, RE1.04, GL1.08	Sentences organized in board exercise using concept attainment technique	Students write correct word order in compound and complex sentences.
Communication/ Application	WR1.01, WR1.03, GL1.02	Book cover/video jacket	Students create a book cover/video jacket
Knowledge/ Understanding	WR1.04, GL1.06, GL1.07, GL1.08	Quiz on compound and complex sentences	Students create compound and complex sentences from main clauses and/or subordinate clauses

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may present their work orally.
- Students may do pencil and paper test with a dictionary/textbook.
- More time may be allowed to complete each task.
- To add challenge, the teacher gives students magazine and newspaper articles in the language studied, then asks them to find and identify compound and complex sentences.
- To add challenge, the teacher asks students to do the books covers/video jackets completely on computer, importing text and drawings as needed.

Resources

Printed Matter

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 2.* pp. 74 (video jackets).

Holt, Rinehart and Winston. *Komm mit! Level 1.* (Kapitel 10).

Holt, Rinehart and Winston. *Komm mit! Level 1. Teaching Resources* (Chapter resources, Book 4, p. p. 29).

Moeller, Liedloff, Kent. *German Today 1,* Fourth Edition.

Moeller, Liedloff, Kent. *German Today 2,* Fourth Edition.

Canadian and German magazines and newspapers

dictionaries

Technological

computer programs: *CorelDRAW*™ and Clip Art

Alles Gute, Langenscheidt, (film scene in a studio, talk show on TV)

Internet (for book, video descriptions)

Fokus Deutsch (Tape 12, Episode 36: vocabulary related to film)

Community

Goethe Institute, 163 King St. W., Toronto, Ontario. Phone: (416) 593-5257
(film/video/CD covers in German)

Activity 5: Researching Effective Marketing Practices

Time: 250 minutes

Description

This activity is the culmination of previous activities. Students take what they have learned about advertising and produce several television ads of just one product, aiming each one at a different target audience (e.g., children, teenagers, adults, seniors). Where possible, these ads are videotaped and shown to the class.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

OL1.01 - respond to simple statements, questions, and commands using vocabulary and language structures appropriate to the level;
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles brochures, travelogues);
RE1.02 - read aloud with expression to further develop standard pronunciation and intonation.
RE1.03 - use visual clues (e.g., illustrations, punctuation) and some verbal clues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts on CD-ROMs and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., respond to questions).
WR1.01 - write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place);
WR1.03 - write a variety of practical forms for specific purposes, using a model (e.g., prepare an itinerary for a trip, prepare a brief summary of weekly spending).

Prior Knowledge Required

- ability to give a short oral presentation
- use of the comparative and superlative forms of adjectives
- present tense, regular and irregular verbs, including frequently used irregular verbs, verbs in simple negative constructions, modal verbs, past perfect tense (simple past tense in some international languages) use of negative forms (e.g., *don't, won't*)
- the imperative mode of regular verbs
- regular adjectives and irregular adjectives, possessive adjectives demonstrative adjectives interrogative adjectives

Grammar and Language Knowledge

- subject pronouns singular and plural, interrogative pronouns, direct object pronouns
- imperative mode of commonly-used irregular verbs, use of the imperative to persuade

Planning Notes

- The teacher collects magazines with a variety of ads, as well as ads in which the target audience is unclear.
- The teacher reminds students to bring art materials, costumes, and props to class.
- The teacher arranges for a video camera to record the ads.
- The teacher or students find sound effects or music to accompany the TV ads to add reality.

Teaching/Learning Strategies

1. Whole class: the teacher conducts a review of the imperative of regular verbs and introduces the imperative of irregular verbs. Students test each other orally, by taking part in an exercise matching infinitives with forms of the imperative. *Alternative for Academic course: students write the imperative forms.*
2. Pair: the teacher gives the class a series of everyday scenes and a great variety of common responses in the imperative form. Students respond orally, choosing the imperative that suits the situation. (Mom, there are no more glasses in the cupboard. Well, take one from the dishwasher and wash it!) *Alternative for Academic course: students create and present their own everyday scenes.*
3. Pair: looking at German newspapers and magazines, students select numerous ads, each of which targets a different segment of the population. Each pair presents their ads and the clues that indicate the target audience.
4. Individual: the teacher hands out several ads in which the target audience is unclear. The student adds something to the ad to indicate the target audience. Each new ad is presented to the class with an explanation.
5. Small group: students examine previous ads and from the visual and verbal clues guess the reason that would make consumers want to buy the product.
6. Small group: students choose an everyday product (e.g., soap, hand cream, cookies, shampoo, cereal, car), design and create a name, company, and logo/slogan. They then decide on the groups to which their product will appeal and how they will vary their ads to appeal to different target audiences.
7. Small group: with the teacher's help, a dictionary, and their portfolio of advertisements already studied, students write a basic script for a television ad. They make sure to include forms of the comparative and superlative of adjectives and the imperative, then vary it according to the target audience and the perceived reason each group would have for buying this product.
8. Small group: students select the music, sound effects, costumes and props to accompany their ad. They then memorize their lines, practising correct oral pronunciation and intonation. The students videotape the ads where possible, then show them to the class. The teacher assesses the ads, using a rubric for oral work. *Alternative for Academic course: students write magazine ads to accompany their television ad.* (See Appendix C-03 – Evaluation Rubric for Presentation of Three Advertisements.)

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/Inquiry	OL1.02, OS1.02, RE1.01, GL1.04	Informal observation	Students match infinitives and imperative forms.
Communication	OL1.01, OL1.02, OS1.01, OS1.02, RE1.02 GL1.04	Dialogue	Students give oral command in a familiar situation.
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, OS1.02, RE1.01, RE1.02, RE1.05, WR1.01, WR1.04, GL1.03, GL1.05, GL1.10	Rubric	Students create a series of ads, each appealing to a different audience.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- The teacher may allow more time to complete each task.
- The teacher assigns students less demanding roles in the presentation of the advertisement.
- The teacher allows some students to use cue cards in the oral presentation of the advertisement.
- To add challenge, the teacher asks students to videotape each other or record their ads on audio tape.
- To add challenge, the teacher arranges a visit a local radio or television station, for the taping of a show, to see how ads are presented.

Resources

Printed Matter

Holt, Rinehart and Winston. *Komm mit! Level 1.*

Holt, Rinehart and Winston. *Komm mit! Level 2.*

Holt, Rinehart and Winston. *Komm mit! Level 1. Teaching Resources.*

Holt, Rinehart and Winston. *Komm mit! Level 2. Teaching Resources.*

Moeller, Liedloff, Kent. *German Today 1,* Fourth Edition.

Moeller, Liedloff, Kent. *German Today 2,* Fourth Edition.

Das Rad or Schuss (German student magazine)

ads from magazines and newspapers, previously taped TV ads

Technological

computer programs: *CorelDRAW*™ and Clip Art

Fokus Deutsch (12 x 60 minute videos and support materials)

a video camera and videotape

music, sound effects, costumes

art materials to design and create the product

Unit 6: A World Of Culture

Time: 17 hours

Unit Description

In this unit, students further enhance their knowledge of the language of study through an exploration of cultural activities. With the guidance of the teacher, students find information on topics such as historical sites, traditions, festivals, geography, art, and music. Oral and written activities provide opportunities for students to demonstrate what they have learned, and for the teacher to assess and evaluate their progress. They gather information on historical information, prepare interview questions, and role-play the interview.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05. GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Creating a Tourist Brochure	220 minutes
Activity 2	Let's Tour Together	220 minutes
Activity 3	Festivals and Folklore	220 minutes
Activity 4	Interview with Famous Historical Figures	180 minutes
Activity 5	The Italo-Canadian Experience	180 minutes

Prior Knowledge Required

- regular and irregular verbs in present, perfect past
- modal verbs
- useful idiomatic expressions

Unit Planning Notes

- The teacher refers to the resources listed.
- The teacher refers to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to determine overall and specific expectations and establish the criteria checklist for the assessment and evaluation of student learning.
- The teacher prepares necessary materials and evaluation tools prior to introducing the unit.
- The teacher pre-teaches/reviews the language expectations required for successful completion of the tasks in this unit.
- The teacher utilizes on going evaluation/assessment rubrics and techniques throughout the unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: researching, discussing and presenting, interviewing, brainstorming, co-operative learning, composition writing, reading passages related to culture/history.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- reflection: peer assessment
- observation: formal and informal
- performance: projects, formal written assignment, role performances, simulation
- tools: checklists, rating scales, video/audio tapes, tests, quizzes (oral/aural, written/reading), listening and reading comprehension tests

Summative Evaluation

- paper and pencil assessment: teacher-made or course-generated standard test
- performance assessments, e.g., dialogues, interviews, oral presentations

Resources

Printed Matter

Boni, A. *Italian regional Cooking*. New York: Crescent Books, 1989.

Cockburn, F., Gallup, and J. Gardini. *Cyberproject: An Electronic passport to the world of International Languages*. Toronto Board of Education, Modern Languages and Classic Department, 1997.

Costantino, M. *The Italian Way*. Illinois, Passport Books, 1996. ISBN 0-8442-8072-0

Costantino, M. *Avventure in città...*, New York: AMSCO School Publications, Inc.1987. ISBN 0-87720-589-2

Cremona, J. *Buongiorno Italia !* A combined BBC Radio and Television course for beginners in Italian. London W120TT, BBC Books, 1986. ISBN 0-8219-0241-5

D'Alleva, J. *Incontri Culturali, Cross-Cultural Mini-Dramas*. Canada, Nelson, 1990. ISBN 0-8442-8006-2

Danesi, M. *Learn Italian The Fast And Fun Way*. Toronto: Barron's, 1985. ISBN 0-8120-2854-6

Danesi, M. *ADESSO!* Boston USA: Heinle & Heinle Publ., 1992. ISBN 0-8384-1986-0

Graziano, G. *Dialoghi Simpatici. A graded introductory reader for the beginning students*. NTC. USA: Lincolnwood, Illinois, 1996.ISBN 0-8442-8042-9

Jackson, J. *Ciao ! Primo, Secondo, Terzo Libro*. Canada, Nelson, 1990. ISBN 0-17-439224-9

Jackson, J. *Ciao ! Teacher's Resource Book and Copy masters for Primo, Secondo, and Terzo Libro.* Canada: Nelson, 1990. ISBN 0-17-439229-X

Lazzarino, G. *Prego ! An Invitation to Italian.* Toronto: McGraw-Hill, 1990. ISBN 0-07-557426-8

Masella, A. *Leggere con piacere.* New York: AMSCO, 1976. ISBN 0-87720-591-4

Mollica, A. *A te la scelta ! Libro primo*. Welland, Ontario: Ontario éditions Soleil, 1992. ISBN 0-921831-22-6

Pease, A and D. Bini. *Italiano In Diretta-An Introductory Course.* Toronto: McGraw-Hill, 1989. ISBN 0-07-557328-8

Speroni, C. and C. Golino. *Basic Italian*. Toronto: Holt, Rinehart & Winston Inc., 1993. ISBN 0-03074991-3

Idee pratiche per le lezioni di Italiano. Mary Glasgow Publications, Ltd., 1992. ISBN 0-7487-3715-4

Technology

Buongiorno Italia ! BBC Educational and Training Videos. BBC Education and Training

Your Guide To 57 Decadent Cooking Holidays in Italy
http://www.portal.ca/-McGowan

Parente, A. Your About.com Guide to: Italian Culture
wysiwyg://157/http:/italianculture.miningco.com/msub28.htm

Italian Culture
wysiwyg://45/http://italianculture.about...home&terms=italian+pastimes&PM=113-300-T

Adesso web site
http://adesso.heinle.com

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5.
Tel. (416) 977-2193. Fax (416) 977-5422. http://www.italconsulate.org

Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, Montreal, PQ, H3B 2C3.
Tel. 1-800-482-59047. Fax (514) 392-1429. http://www.italiantourism.com

Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3.
Tel (416) 921-3802/-0499. Fax (416) 962-2503. http://www.iicto-ca.org

local Regional Clubs and Community Cultural Centres of the country of the language studied

Radio and TV stations (e.g., CHIN International radio and TV station)

Appendix A-01

Coded Expectations, International Languages, LBABO-LYXBO

Oral Communication: Listening

Overall Expectations

OLV.01

– demonstrate an understanding of simple spoken language appropriate to the level in a variety of practical, structured situations.

Specific Expectations

OL1.01

– respond to simple statements, questions, and commands using vocabulary and language structures appropriate to the level;

OL1.02

– use visual cues (e.g., facial expressions, gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., instructions, explanations, conversations on audiotape, videotape, and CD-ROMs);

OL1.03

– identify features of the culture of countries where the language is spoken (e.g., monuments, distinctive art forms).

Oral Communication: Speaking

Overall Expectations

OSV.01

communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level.

Specific Expectations

OS1.01

– use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);

OS1.02

– use simple vocabulary and language structures appropriate to the level to ask and answer simple questions, and to convey and respond to simple messages (e.g., role-play a telephone dialogue);

OS1.03

– express opinions and needs in conversations and other practical situations (e.g., identify their favourite TV programs and explain the reasons for their preferences);

OS1.04

– apply knowledge of the culture of countries where the language is spoken in various activities and projects (e.g., dialogues, brief reports on a cultural topic).

Reading

Overall Expectations

REV.01

– read age- and language-appropriate passages from various sources for a variety of practical purposes.

Specific Expectations

RE1.01

– read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles, brochures, travelogues);

RE1.02

– read aloud with expression to further develop standard pronunciation and intonation;

RE1.03

– use visual cues (e.g., illustrations, punctuation) and some verbal cues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts on CD-ROMs and the Internet);

RE1.04

– respond to what they read in a variety of ways (e.g., respond to questions);

RE1.05

– identify features of the culture of countries where the language is spoken (e.g., distinctive modes of travel, trade practices).

Writing

Overall Expectations

WRV.01

– write for different practical purposes and different audiences, using simple language appropriate to the level.

Specific Expectations

WR1.01

– write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place);

WR1.02

– write answers to a variety of simple questions;

WR1.03

– write a variety of practical forms for specific purposes, using a model (e.g., prepare an itinerary for a trip, prepare a brief summary of weekly spending);

WR1.04

– use resources to make their writing more effective (e.g., consult dictionaries, use input from teachers);

WR1.05

– apply knowledge of the culture of countries where the language is spoken in various practical activities, using print and electronic resources (e.g., prepare a report on the cuisine of a particular region).

Grammar and Language Knowledge

GL1.01 Nouns

– use of articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – use of the partitive with nouns (e.g., some vegetables, any salad), – frequently used irregular nouns;

GL1.02 Prepositions

– prepositional phrases (e.g., into the room, in the room, at the dentist, to the bank);

GL1.03 Pronouns

– subject pronouns, singular and plural, – interrogative pronouns (e.g., who, what) , – direct object pronouns (e.g., me, him);

GL1.04 Verbs

– present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., to be, to have, to want, to go) , – verbs in simple negative constructions, – modal verbs (e.g., can, must, want), –perfect past tense (simple past tense in some international languages), –use of negative forms (e.g., donít, wonít);

GL1.05 Adjectives

– regular adjectives and irregular adjectives, including frequently used irregular adjectives (e.g., good), – expressions of quantity, – possessive adjectives (e.g., my, your, his, her, our, their), – demonstrative adjectives (e.g., this, that), – interrogative adjectives (e.g., which);

GL1.06 Conjunctions

– common conjunctions (e.g., and, or, but, because, when);

GL1.07 Adverbs

– adverbs used to modify verbs (e.g., She drives quickly.), – adverbs used to modify adjectives (e.g., I am very happy.), – adverbs of time (e.g., yesterday, today, tomorrow), – formation of simple adverbs;

GL1.08 Syntax

– word order in simple sentences, positive, interrogative, negative, – word order in complex and compound sentences, – gender and number agreement;

GL1.09 Vocabulary

– days of the week, months of the year, time of day, – names of colours, – words associated with the family, food, leisure, friends, music, sports, professions, careers, shopping, television, advertisements, – words associated with transportation, geography, places (e.g., school, office, factory), – basic salutations, – cardinal numbers (1-100) and ordinal numbers (e.g., the first day), – names of currency;

GL1.10 Other Elements

– expressions useful in the classroom (e.g., expressions used to ask permission, simple commands), – idiomatic expressions, – essential characteristics of the writing system, as required.

Appendix B-01

Rubric For Evaluating Oral/Aural Communication

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited ability	- uses recently taught language knowledge with moderate ability	- uses recently taught language knowledge with some facility and accuracy	- uses recently taught language knowledge with facility and accuracy
Oral Communication (speaking)	- speaks with hesitation and frequent pronunciation errors	- speaks somewhat fluently, with some pronunciation errors	- speaks quite fluently and pronounces quite accurately	- speaks fluently and pronounces accurately
Aural Communication (listening)	- demonstrates limited aural understanding	- demonstrates some aural understanding	- demonstrates considerable aural understanding	- demonstrates very good aural understanding
Application	- forms sentences and questions with limited accuracy -limited ability responding to spoken cues	- forms sentences and questions with some accuracy - moderate ability responding to spoken cues	- forms sentences and questions with considerable accuracy - responds to spoken cues quite accurately and appropriately	- forms sentences and questions with consistent accuracy - responds to spoken cues accurately and appropriately
Thinking/Inquiry	- expresses limited interesting and relevant details	- expresses moderate interesting and relevant details	- expresses interesting and relevant details	- expresses many interesting and relevant details

Note: This rubric may be adapted to assess students' use of language in a group activity.

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix B-02

Rubric For Evaluating Writing

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited accuracy on rough copy - limited ability making corrections on final copy	- uses recently taught language knowledge with some errors on rough copy - moderate ability making corrections on final copy	- uses recently taught language knowledge with some facility on rough copy - corrects final copy quite easily and appropriately	- uses recently taught language knowledge with facility on rough copy - corrects final copy easily and appropriately
Communication	- has limited ability writing sentences to convey meaning	- has moderate ability writing sentences to convey meaning	- conveys meaning well through writing	- conveys meaning very well through writing
Application	- limited ability organizing the elements of a sentence	- moderate ability organizing the elements of a sentence	- organizes the elements of a sentence quite accurately and appropriately	- organizes the elements of a sentence accurately and appropriately
Thinking/Inquiry	- incorporates very few interesting and relevant details	- incorporates a few interesting and relevant details	- incorporates interesting and relevant details	- incorporates many interesting and relevant details

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix C-01

Rubric for Completing an Ad

Categories	Level 1	Level 2	Level 3	Level 4
Required element	- missing part is identified but needs many changes to complete the ad	- missing part is identified but needs minor changes to complete the ad	- missing part is identified but needs a small change to complete the ad	- missing part is correctly identified and completes the ad
Creativity	- copies from previous examples	- makes a minor change from previous examples	- makes some changes from previous examples	- makes significant changes from previous examples
Accuracy	- missing part shows little relationship to the ad	- missing part shows some relationship to the ad	- missing part shows a great relationship to the ad	- missing part shows a complete or almost complete relationship to the ad

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix C-02

Rubric for the Best Place in the World to Live (Unit 5, Activity 1)

Students research key information related to a chosen world city, making use of the Library/Resource Centre and Internet.

Elements:

1. name of city
2. country in which city is found
3. language spoken
4. monetary unit
5. map of country with city highlighted
6. first reason why city is a great place to live
7. second reason why city is a great place to live
8. third reason why city is a great place to live
9. use of six adjectives preceding, agreeing with noun
10. two resources cited to find information

Categories	Level 1	Level 2	Level 3	Level 4
Elements	- uses 5 of the required elements	- uses 6 of the required elements	- uses 7-8 of the required elements	- uses 9-10 of the required elements
Grammar	- many inaccuracies in language structures	- some inaccuracies in language structures	- few inaccuracies in language structures	- almost no inaccuracies in language structures
Vocabulary	- most words are inaccurate	- many words are inaccurate	- several words are accurate	- most or all words are accurate
Spelling	- very few words are spelled accurately	- few words are spelled accurately	- several words are spelled accurately	- most or all words are spelled accurately
Clarity	- communicates information with little clarity	- communicates information with some clarity	- communicates information with much clarity	- communicates information with almost complete or complete clarity

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix C-03

Root Words Used to Form New Words (Unit 5, Activity 3)

Students combine the root words in columns A and B, then the words in columns C and D to form new words.

+ A e.g., foot window	B. ball sill	+ C wedding roller	D ring skates
Kugel	kette	Lieblings	essen
Polo	karte	Metall	kette
Fuss	hemd	Heim	buch
Hals	stift	Bade	fahrt
Blei	schreiber	Mittags	band
Speise	aufgaben	Notiz	film
Kartoffel	eimer	Arm	tasche
Erd	salat	Frei	schmerzen
Müll	beeren	Rat	zeit
Haus	ball	Kopf	haus

Appendix C-04

Concept Attainment Technique Using Compound and Complex Sentences (Unit 5, Activity 4)

Place the following sentences on the board, one at a time, in random order. Place the compound sentences all on the left, the complex sentences all on the right. After five or six sentences, show students the next sentence and ask them to predict where it should go. They will notice that sentences with co-ordinating conjunctions have regular word order and sentences with subordinate conjunctions have verb-last word order.

Coordinating Conjunctions (und, aber, oder, sondern, denn)	**Subordinate conjunctions** (daß, bevor, weil, obwohl, da, seit/seitdem, wenn)
e.g., *He mows the lawn and rakes the grass.*	*He mows the lawn before he rakes the grass.*
a) Er trägt oft den Müll raus **und** mäht den Rasen.	Weißt du, **daß** er oft den Müll rausträgt?
b) Er ist ein netter Mann, **aber** er spricht nicht oft zu uns.	Kommst du nach Hause, **bevor** ich zur Arbeit gehe?
c) Ich gehe nicht nach Hause, **sondern** ich bleibe hier.	Wir gehen ins Theater, **obwohl** wir müde sind.
d) Ich bleibe zu Hause, **denn** es schneit zu viel.	Ich bleibe zu Hause, **weil** es zu viel schneit.

Appendix C-05

Evaluation Rubric for Presentation of Three Advertisements Appealing to Different Target Audiences (Unit 5, Activity 5)

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding				
Required elements	- uses few required elements in ads	- uses some required elements in ads	- uses several required elements in ads	- uses most or all required elements in ads
Pronunciation	- pronounces few words correctly and with little enthusiasm	- pronounces some words correctly and with some enthusiasm	- pronounces several words correctly and with enthusiasm	- pronounces most or all words correctly and with enthusiasm
Thinking/Inquiry				
Creativity	- copies from previous examples; limited original and accurate vocabulary	- makes a minor change from previous examples; some original and accurate vocabulary	- makes some changes from previous examples; words are generally original and accurate	- makes significant changes from previous examples; most or all vocabulary is original and accurate
Planning process	- shows limited evidence of planning; uses few resources and strategies	- shows some evidence of planning; uses some strategies and resources	- shows evidence of planning; uses a variety of resources and strategies	- shows clear evidence of planning; uses a wide variety of resources and strategies
Application				
Grammar/ Sentence structure	- few sentences are in correct word order; few adjective endings are correct	- some sentences are in correct word order; some adjective endings are correct	- several sentences are in correct word order; many adjective endings are correct	- most or all sentences are in correct word order; most or all adjective endings are correct

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.